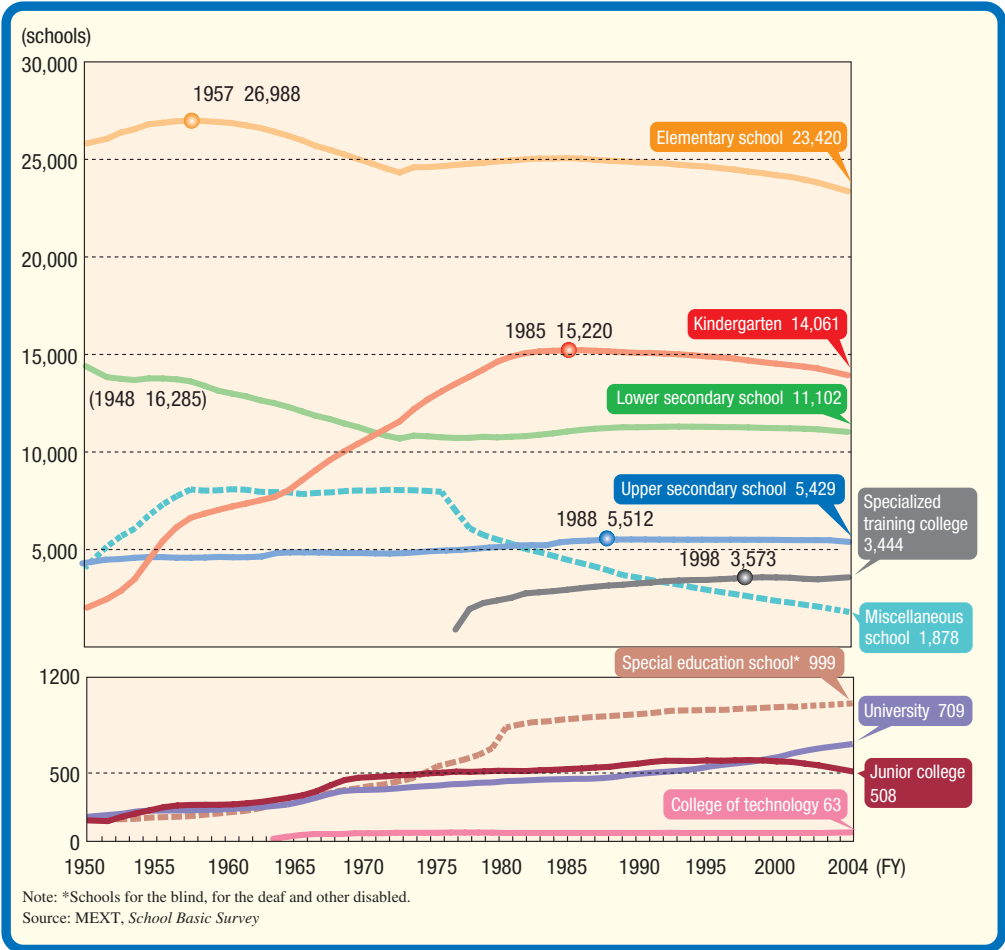


# School Education



# I-1 Number of Institutions

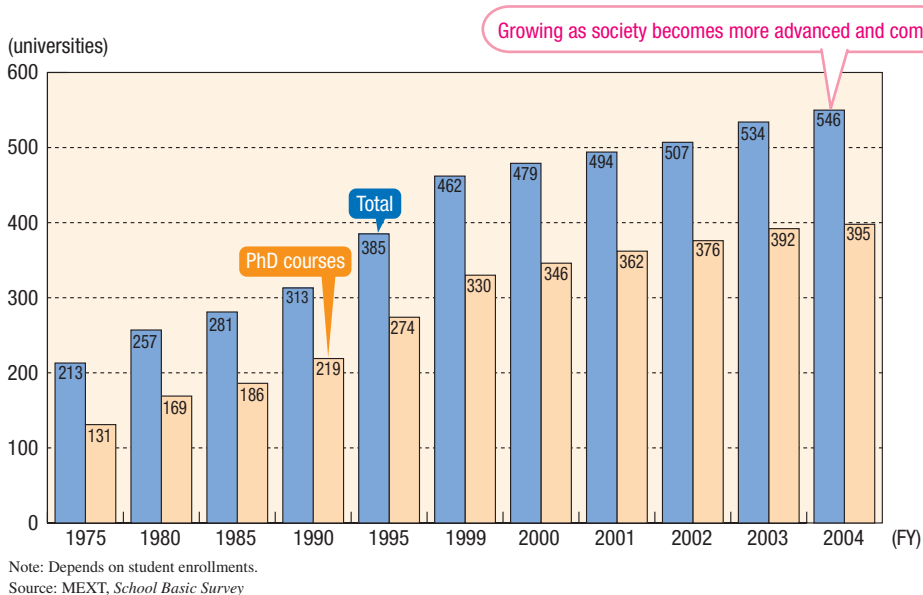
## I-1-1 Trends in Number of Institutions



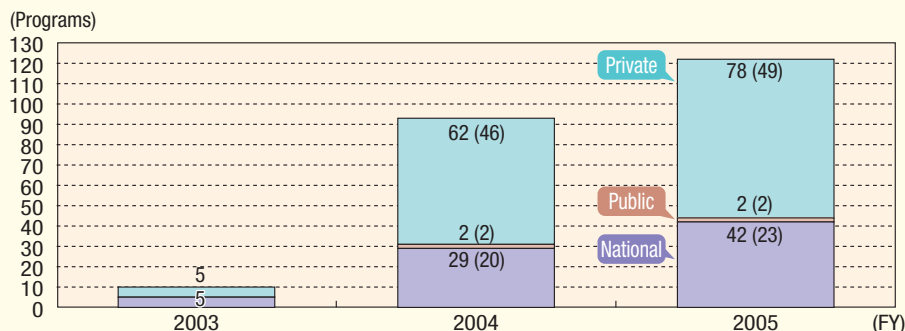
The number of institutions at the primary and secondary education level is on the decline as schools merge or close due to the low childbirth rate. However, the number of universities has increased consistently.

See p.64 of reference documents

### ● Number of Universities with Graduate Schools ●



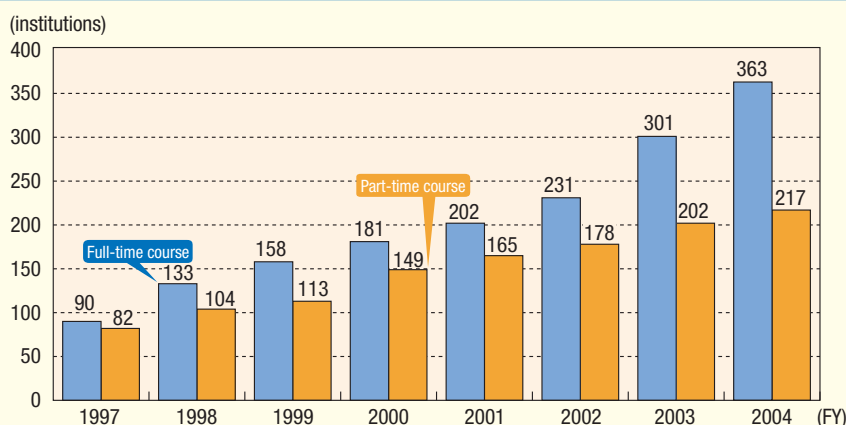
### I-1-2 Trends in Number of Professional Graduate Schools



Notes: 1 The number of programs offered by professional graduate schools.  
 2 Professional graduate schools were institutionalized by the revision of the School Education Law in 2003.  
 3 Numbers in parentheses are programs offered in law schools and are included in non-parenthesized numbers.  
 4 Numbers for private graduate schools include those established by business corporations according to the Structural Reform Special District Law.  
 Source: Reported by MEXT

The number of professional graduate schools, an educational scheme institutionalized in 2003, continues to grow. Particularly the number soared in 2004 when the law school system was established. There are 122 professional graduate schools which is a number of programs set up as of 2005.

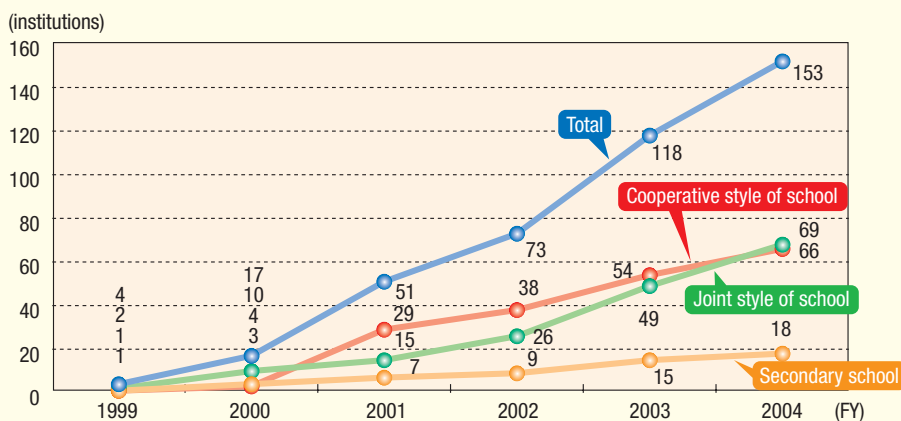
### I-1-3 Trends in Number of Credit-based Upper Secondary Schools



Source: MEXT, School Basic Survey

Upper secondary schools with the new credit-based system enable students to graduate by building up attendance and amassing credits, as opposed to a school year-based system. The number of upper secondary schools with credit system-based courses has grown consistently since the part-time course and the correspondence course were introduced in 1988 and the full-time course system in 1993. As of 2004, 580 schools have adopted the credit systems including full-time courses and part-time course.

### I-1-4 Trends in Number of Unified Secondary Schools

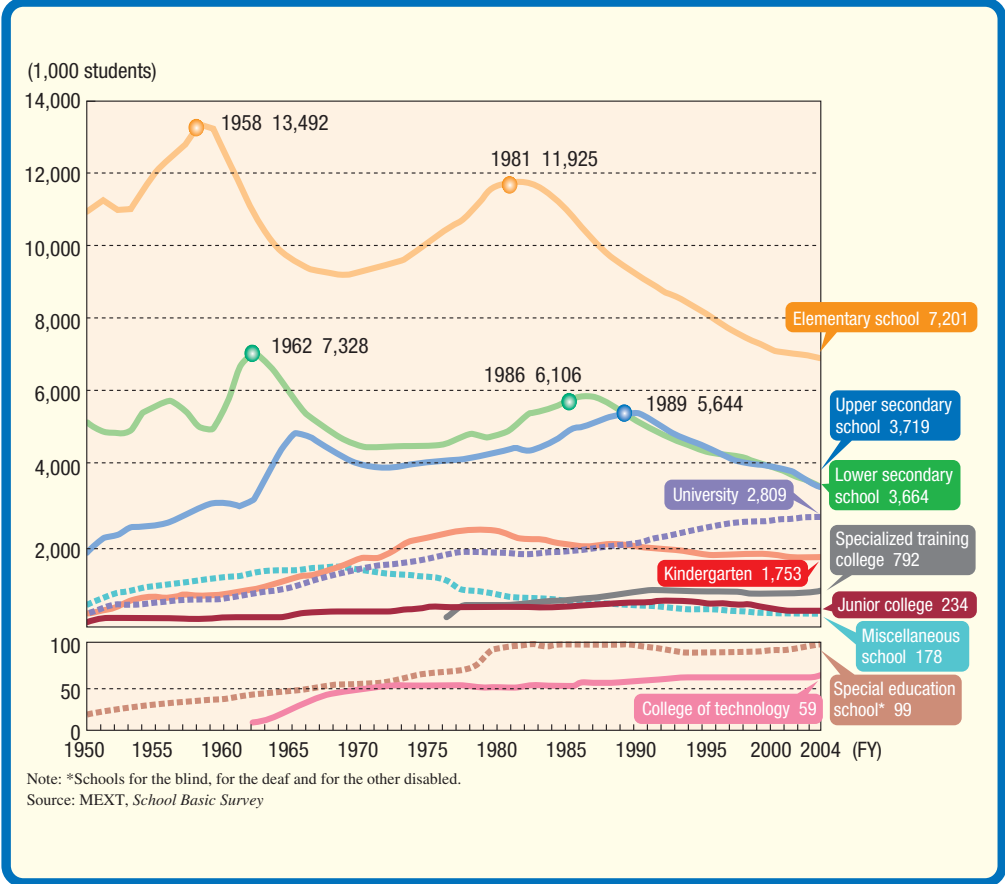


Source: Reported by MEXT

The number of schools providing a unified secondary education has also been climbing since the introduction of the system in 1999, with a particularly marked increase in the joint style of schools.

# I-2 Number of Students

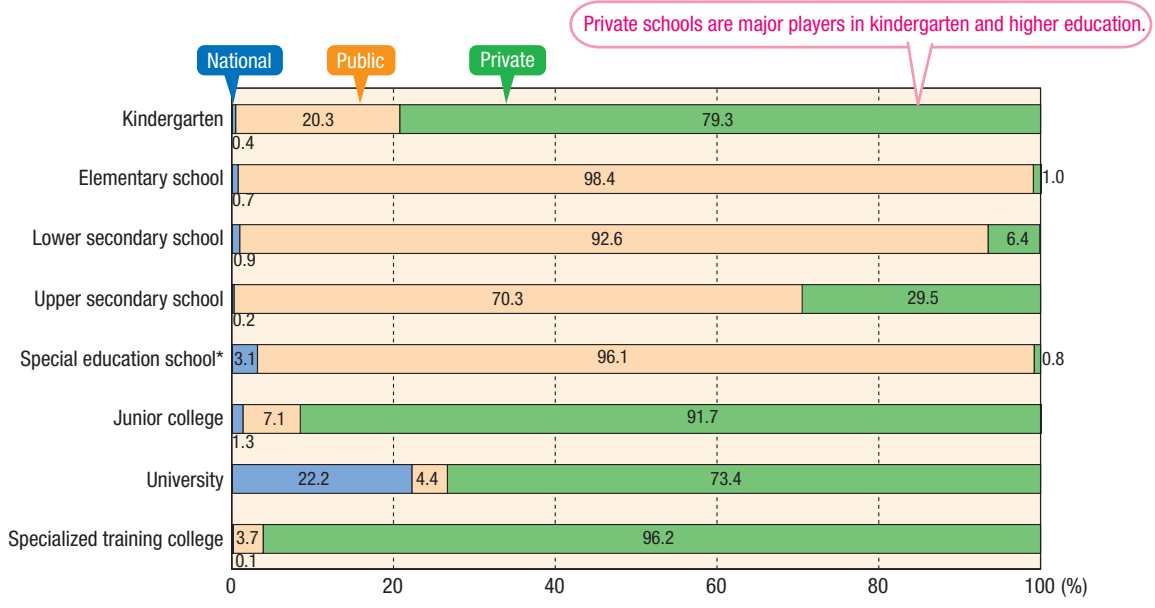
## I-2-1 Trends in Number of Students



The number of students continues to decline at the primary and secondary education stage, as well as at junior colleges. However, the number of students at universities continues to grow.

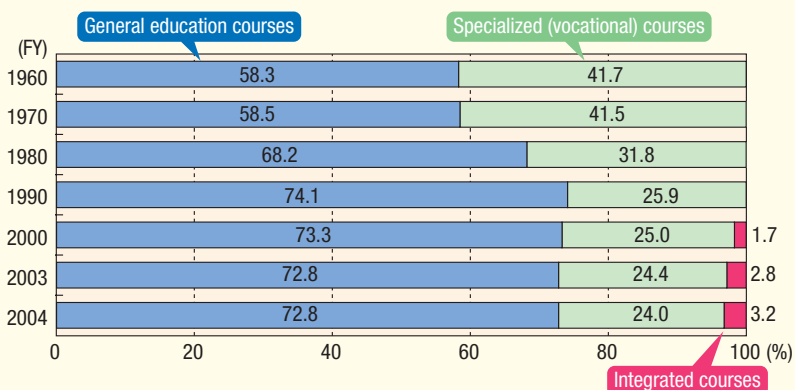
See p.65 of reference documents

### Percentage Distribution of Student Enrollments: National, Public, Private (2004)



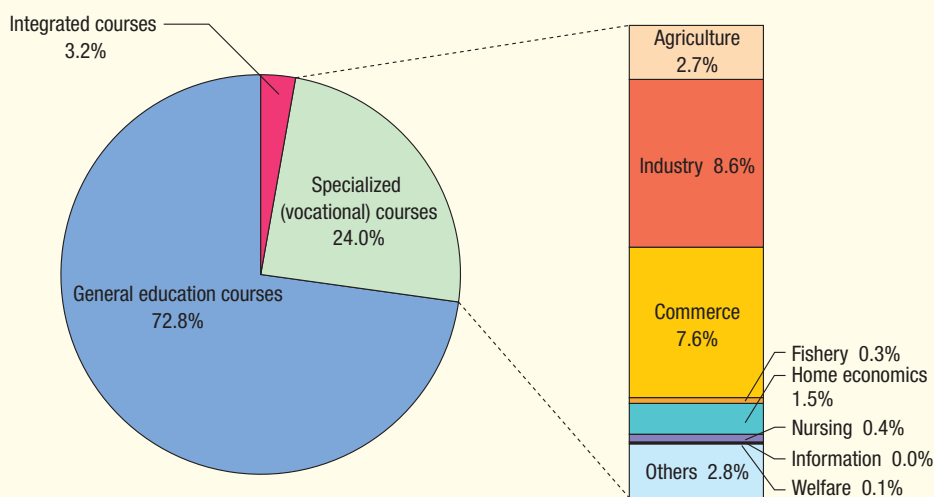
Note: \*Schools for the blind, for the deaf and for the other disabled.  
Source: MEXT, School Basic Survey

### I-2-2 Percentage Distribution of Upper Secondary School Students by Type of Course



Looking at the percentage distribution of upper secondary school students by type of course, we can see that the proportion of those taking specialized (vocational) courses, once over 40%, is falling. Meanwhile, the popularity of general courses has risen, but in recent years the percentage of students enrolled in integrated courses and other specialized courses has risen slightly.

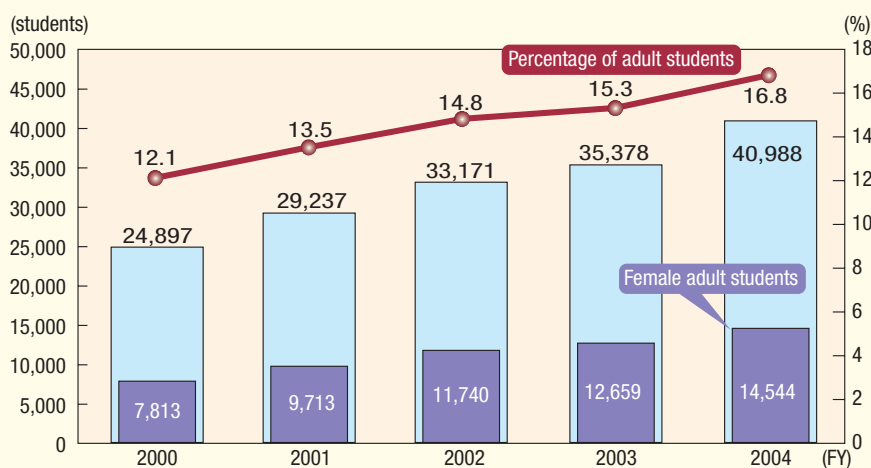
#### [2004]



Source: MEXT, School Basic Survey

See p.68 of reference documents

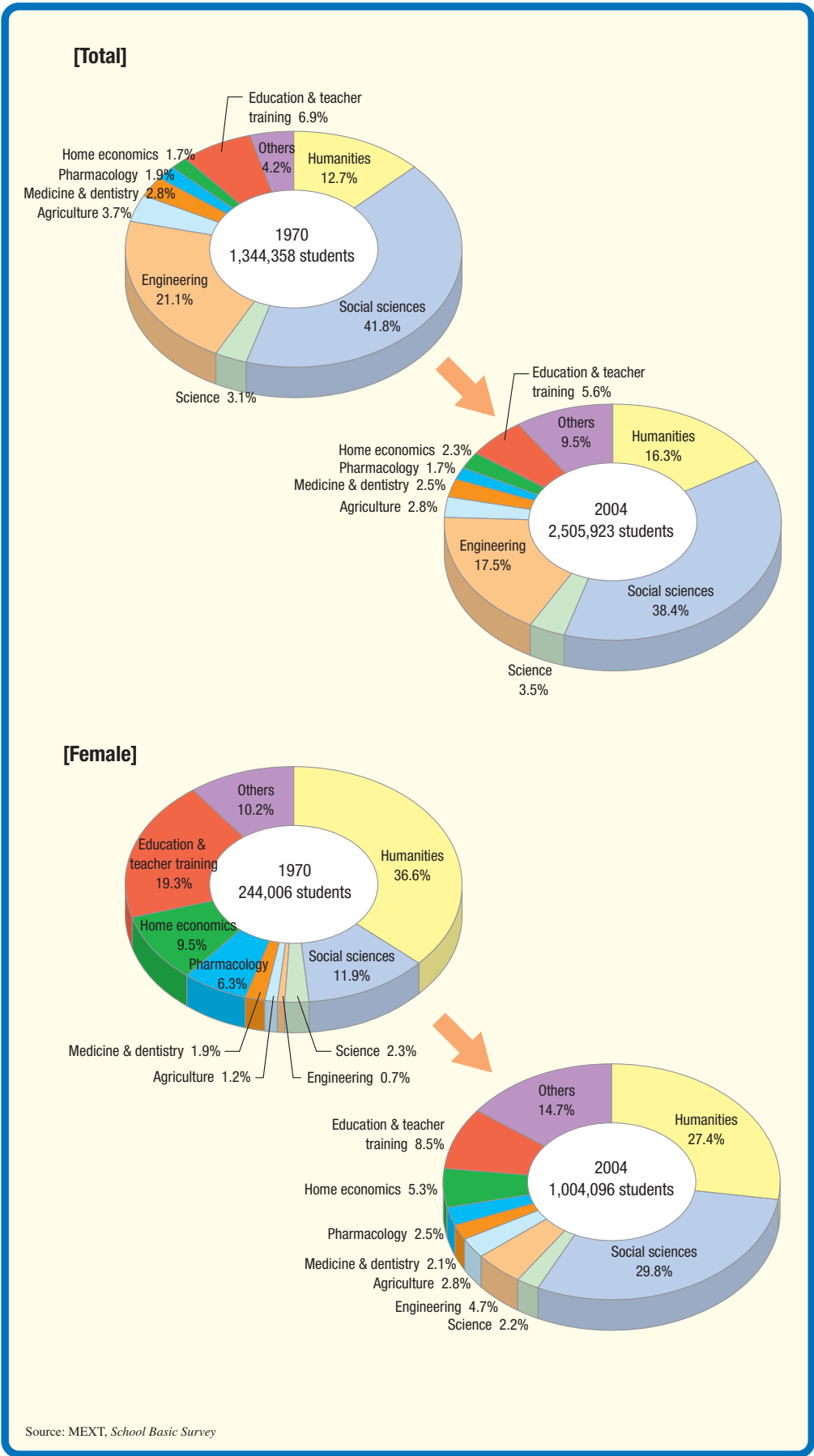
### I-2-3 Trends in Number of Adult Students (Graduate Schools)



Source: MEXT, School Basic Survey

The number of adult students has continued to grow since the survey began in 2000 and in 2004, 41,000 were enrolled, accounting for 15.3% of university graduate students.

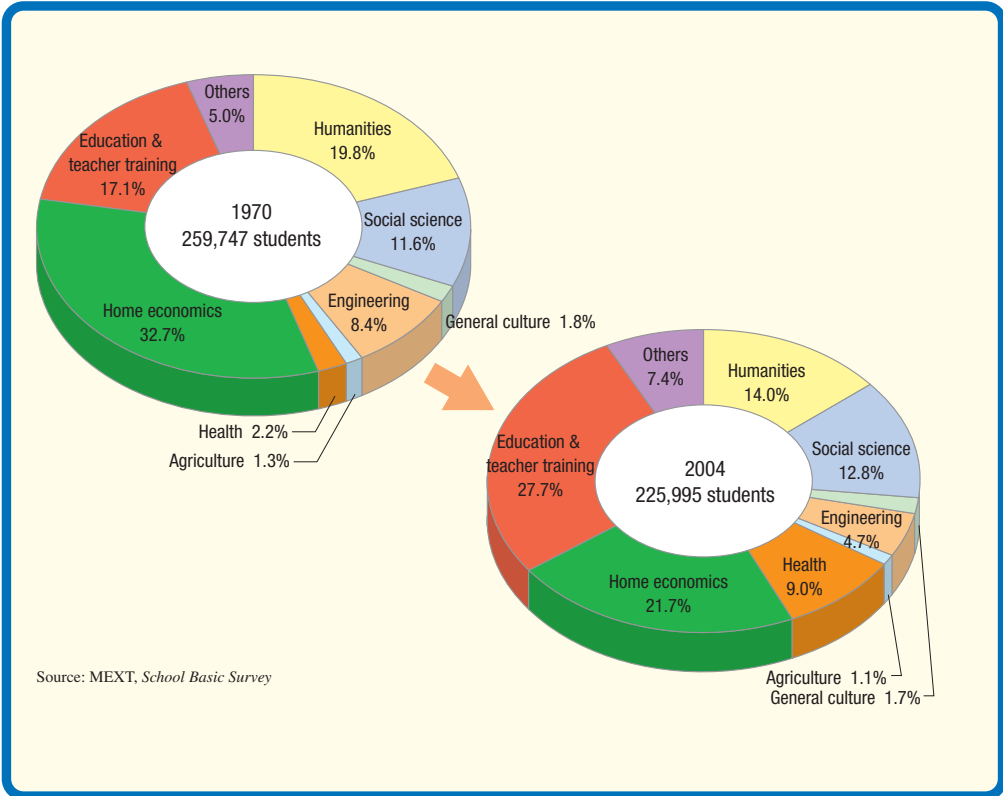
## I-2-4 Percentage Distribution of University Students by Major Field of Study



The percentage distribution of university students by major field of study shows that in 2004, the highest proportion took Social Sciences (38.4%), followed by Engineering (17.5%) and Humanities (16.3%). There has been no substantial change in the ratio of the top fields of study since 1970. Looking at female students, the proportion majoring in Social Sciences increased significantly.

See p.68 of reference documents

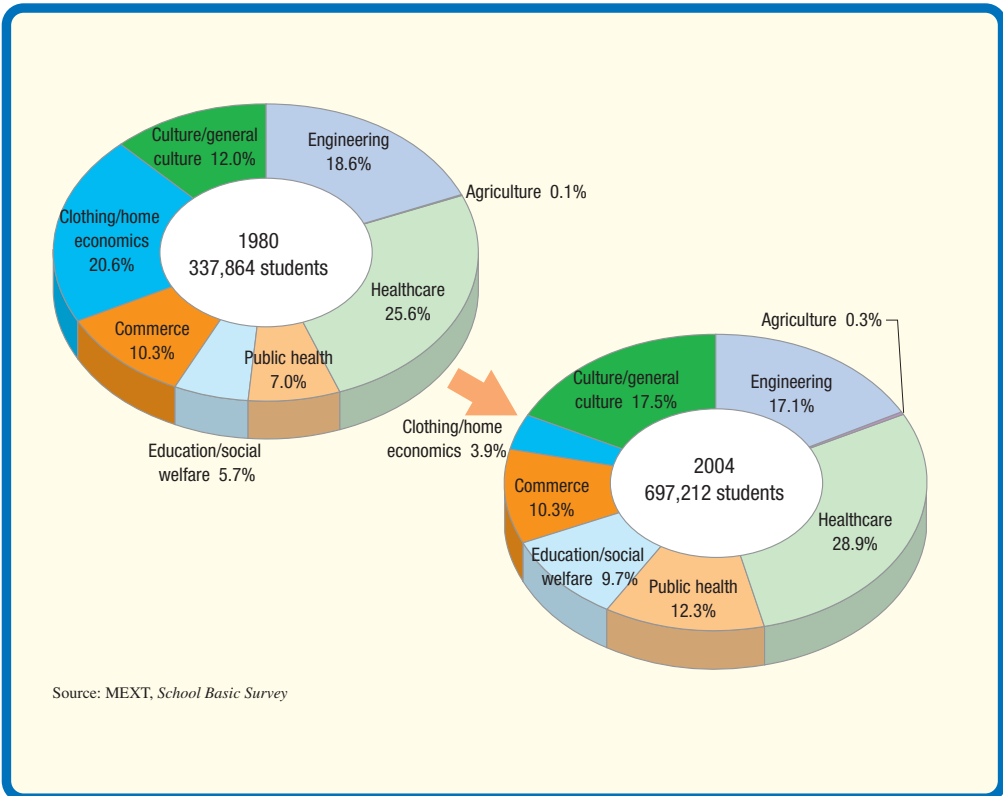
### I-2-5 Percentage Distribution of Junior College Students by Major Field of Study



The percentage distribution of junior college students by major field of study reveals that the most common major in 2004 was Education with 27.7% of enrollment, followed by Home Economics (21.7%) and Humanities (14.0%). Compared to 1970, the proportion of Education students is higher and that of the Home Economics students has declined dramatically.

See p.69 of reference documents

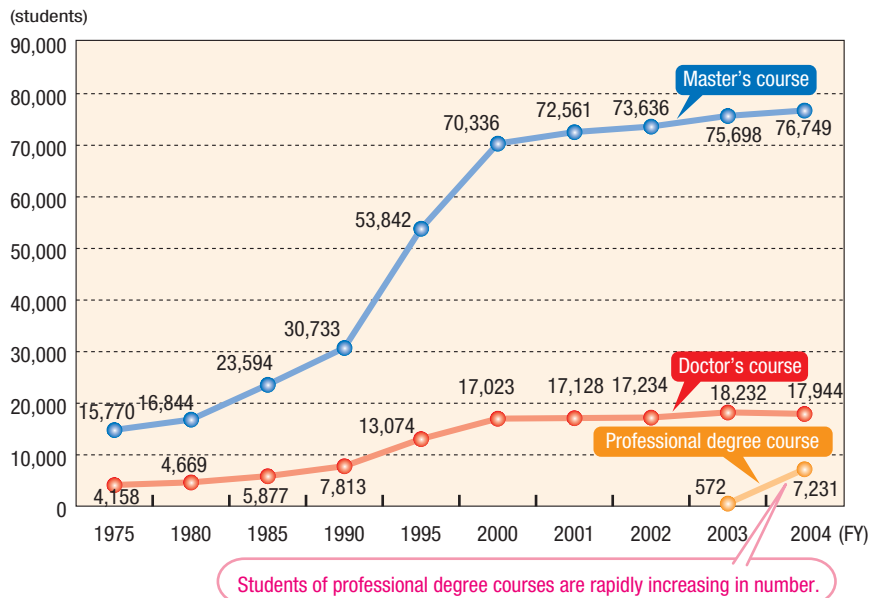
### I-2-6 Percentage Distribution of Specialized Training College Students (Specialized Courses) by Major Field of Study



Looking at the percentage distribution of specialized training college (ISCED 5B) students by major field of study, in 2004 the most enrollments were in Healthcare at 28.9%, followed by Culture/general culture (17.5%) and Engineering (17.1%). There has been a significant drop in the proportion of students enrolled in Clothing/home economics compared to 1980.

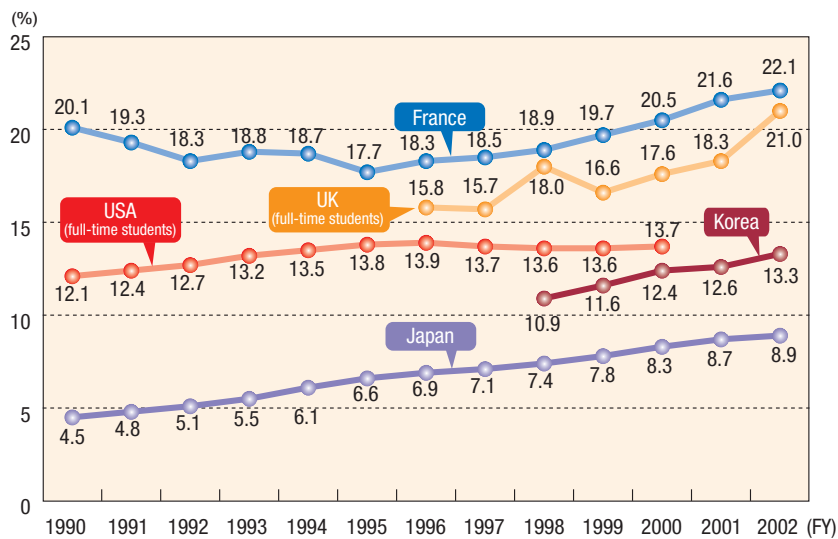
See p.69 of reference documents

## ● Trends in Number of New Entrants of Graduate Schools by the Course ●



Source: MEXT, *School Basic Survey*

## ● International Comparison of Trends in Ratio of Graduate Students to Undergraduate Students ●



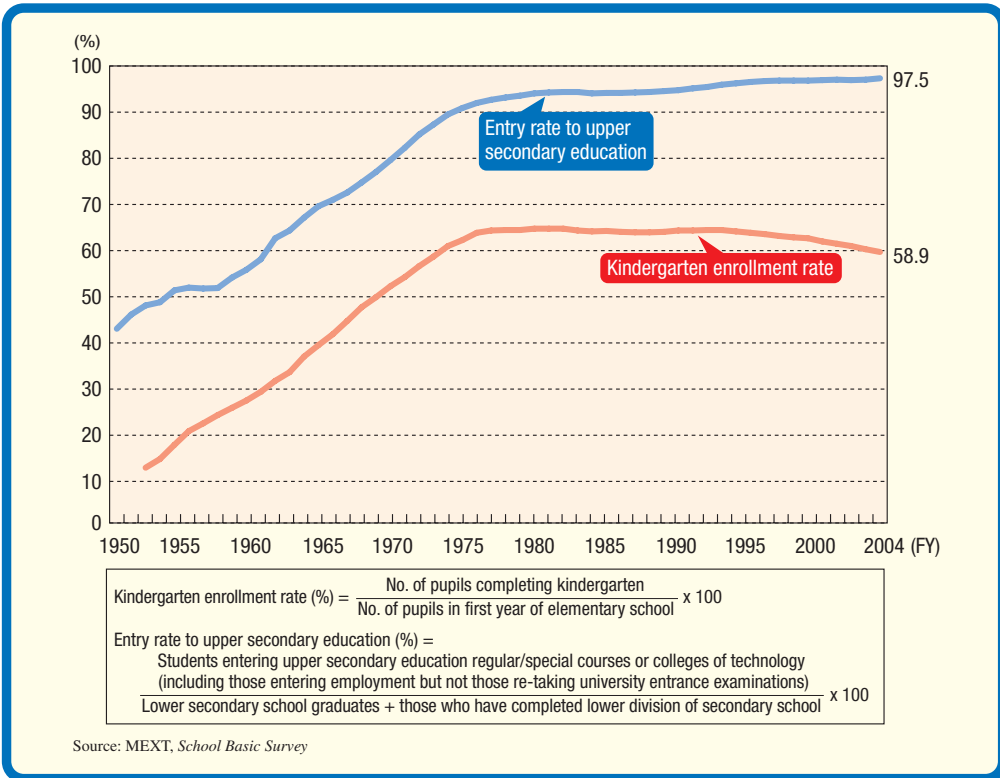
- Notes: 1 The data for Japan only include the number of students of universities and exclude the students of junior colleges, correspondence courses and the University of the Air.  
 2 The number of US university students is the sum of students in degree programs and non-degree programs. The number of university graduate students is the sum of those in graduate programs and first professional degree programs.  
 3 The number of UK university students is that of first degree students. The figure of each year includes foreign students.  
 4 Full-time students, as used for USA and UK, are those who are enrolled in school with the intention of graduation after completing the general study period.  
 5 The number of university students in France includes students enrolled in the first-term and second-term courses of universities and exclude technical junior college students. The number of university graduate students is that of third-term course students.  
 6 The data for Korea covers universities, universities of education, industrial universities and technical colleges excluding special colleges, correspondence courses and the university of the air.

Source: MEXT, *International Comparison of Educational Indicators*; and Ministry of Education and Human Resource Development, *Korea Educational Statistics Year Book*



# I-3 Entry Rate

## I-3-1 Trends in Enrollment Rate of Kindergarten and Entry Rate to Upper Secondary Education

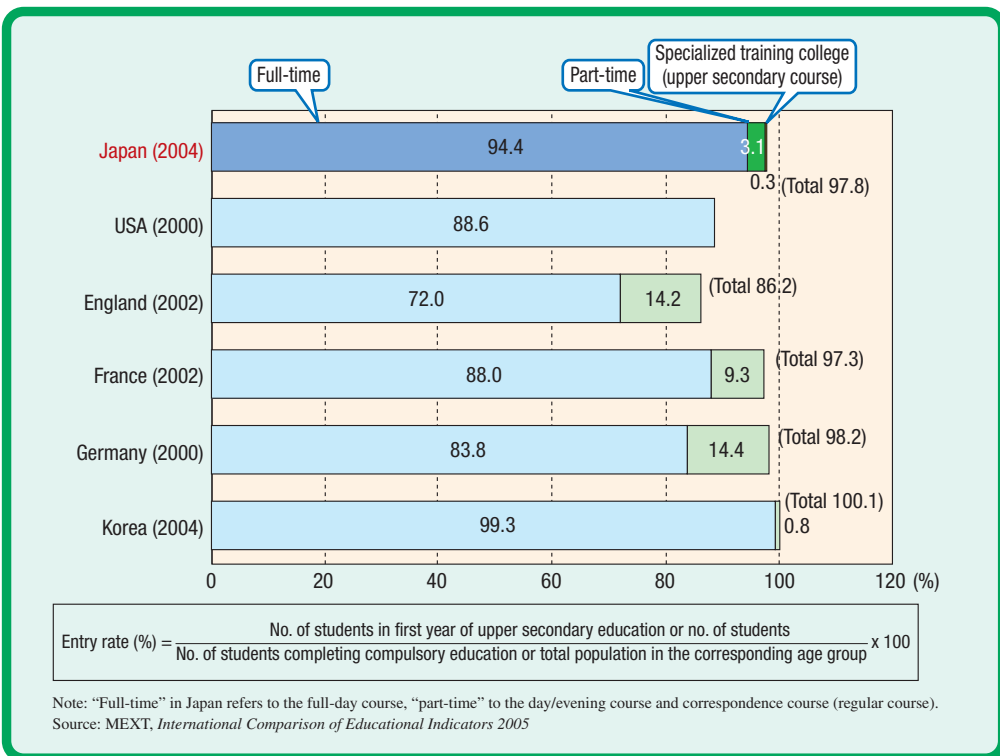


The kindergarten enrollment rate grew dramatically until around 1975 and has remained even or declined slightly since. The rate was 58.9% in 2004. On the other hand, the entry rate to upper secondary education grew dramatically until around 1975 and has moved in the 90% range since. The rate was at 97.5% in 2004.

See p.69 of reference documents

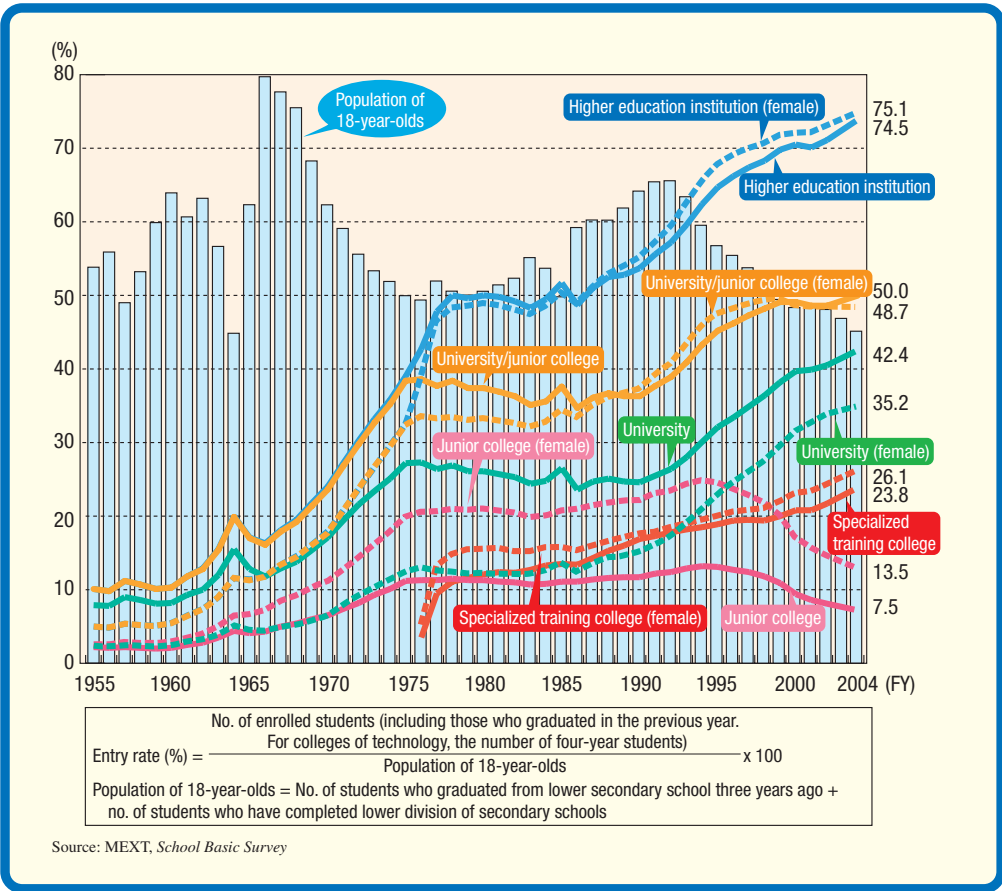


## I-3-2 International Comparison of Entry Rates to Upper Secondary Education



Japan's entry rate to upper secondary education (upper secondary schools, etc.) is high at 94.4% including day/evening course and correspondence course (regular course) students, with 97.5% enrolled under the full-time course.

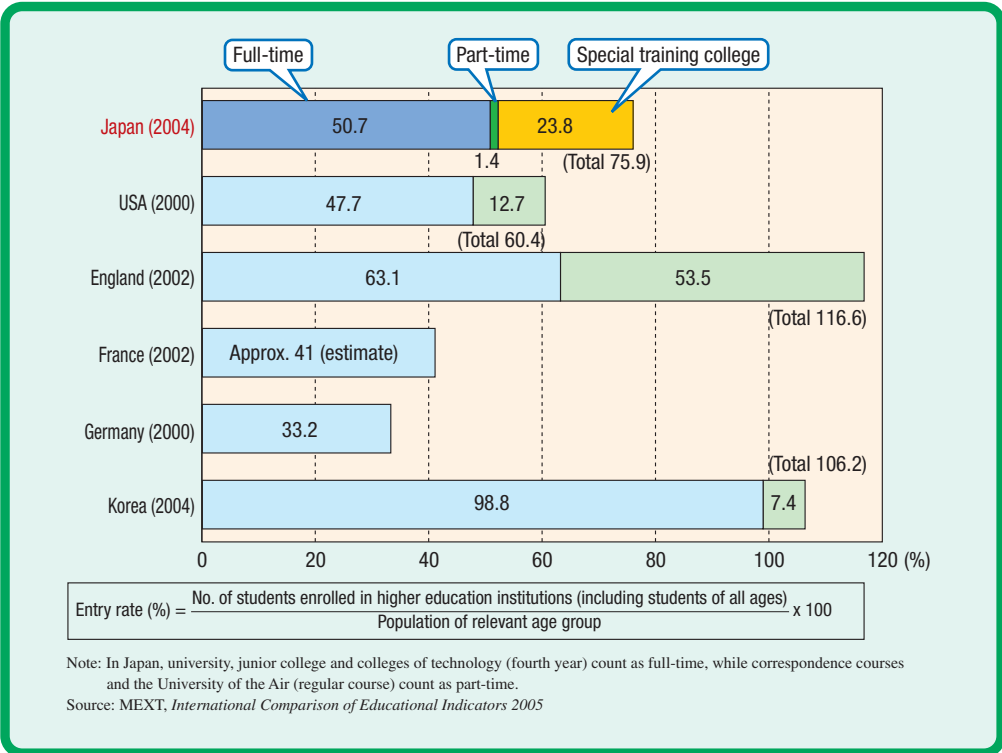
### I-3-3 Trends in Entry Rates to Higher Education



The entry rate to higher education institutions is still more or less on the rise, reaching 74.5% in 2004, and 75.1% for females. Looking at the entry rate to university and junior college (including those retaking university entrance exams), an upward trend was sustained until recently, when the rate flattened. In 2004 the rate was 50.0%, and 48.7% for females.

See p.70 of reference documents

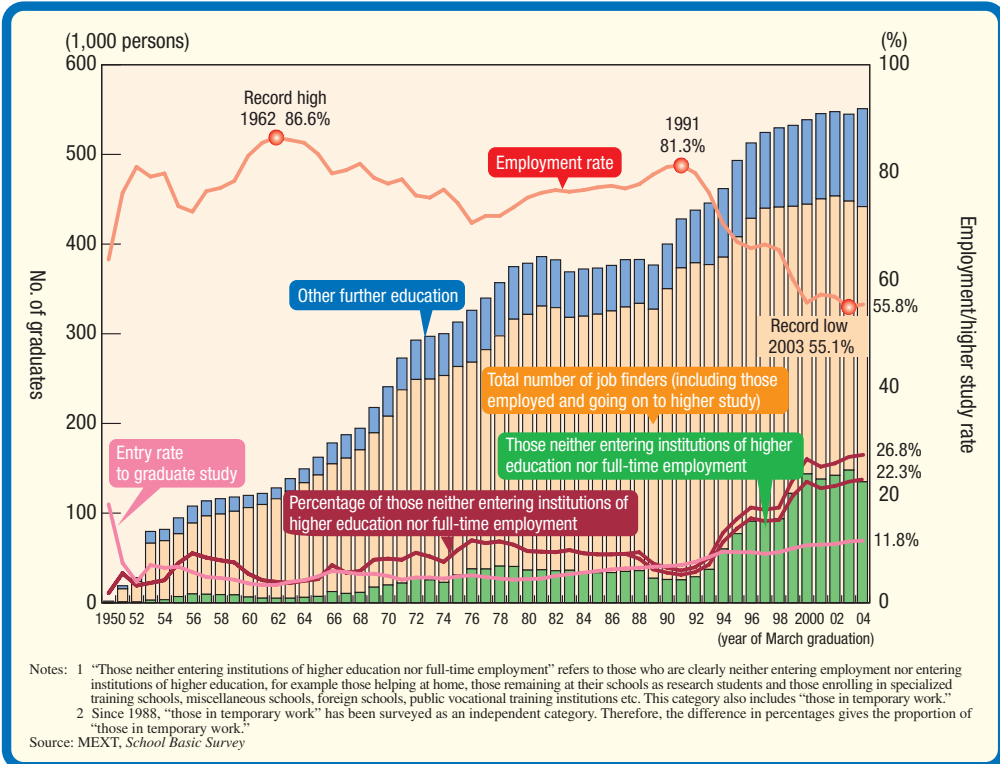
### I-3-4 International Comparison of Entry Rates to Higher Education



Japan's entry rate to higher education is high at 75.9%, with 50.7% of students going on to universities, junior colleges or colleges of technology (fourth year). The remainder go on to correspondence schools, the University of the Air (regular course) and specialized training colleges (specialized course). In England, not only the number of enrollment-age (18-year-old) students, but that of adult students (21 or over) is increasing rapidly.

# I-4 First Destination of New Graduates

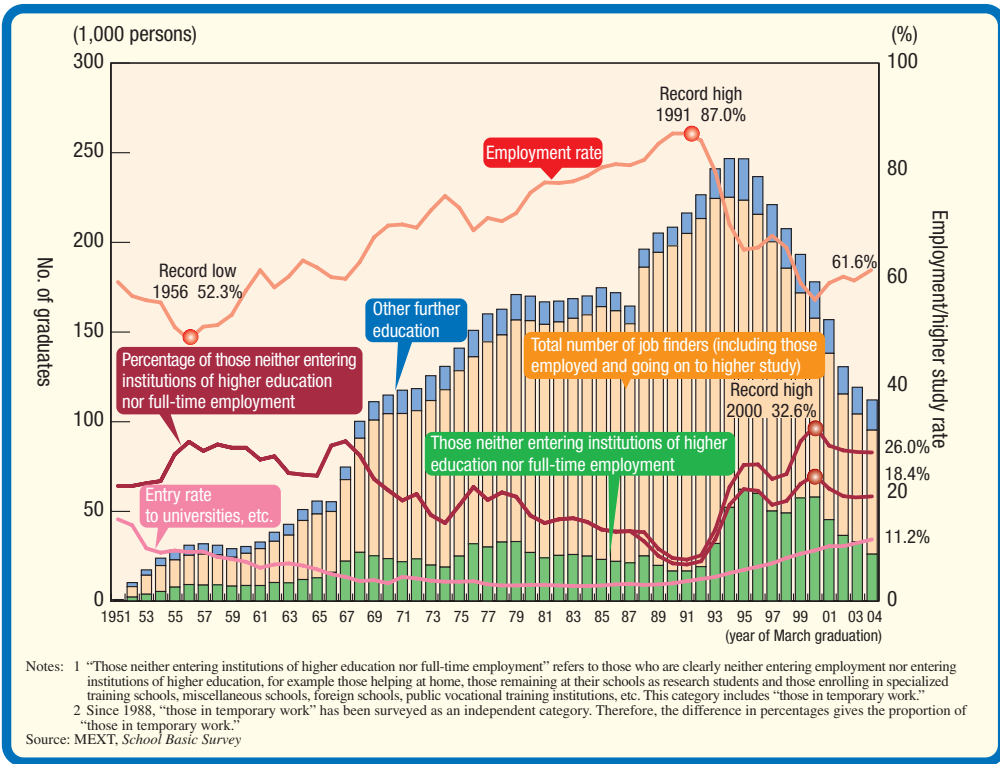
## I-4-1 First Destination of New Graduates of Universities (Undergraduate)



The number of new university graduates (undergraduate) went to 549,000 in 2004, hitting the record high. The employment rate, which had been declining since 1991, rose to 55.8%, up 0.7 points from the previous year.

See p.71 of reference documents

## I-4-2 First Destination of New Graduates of Junior Colleges

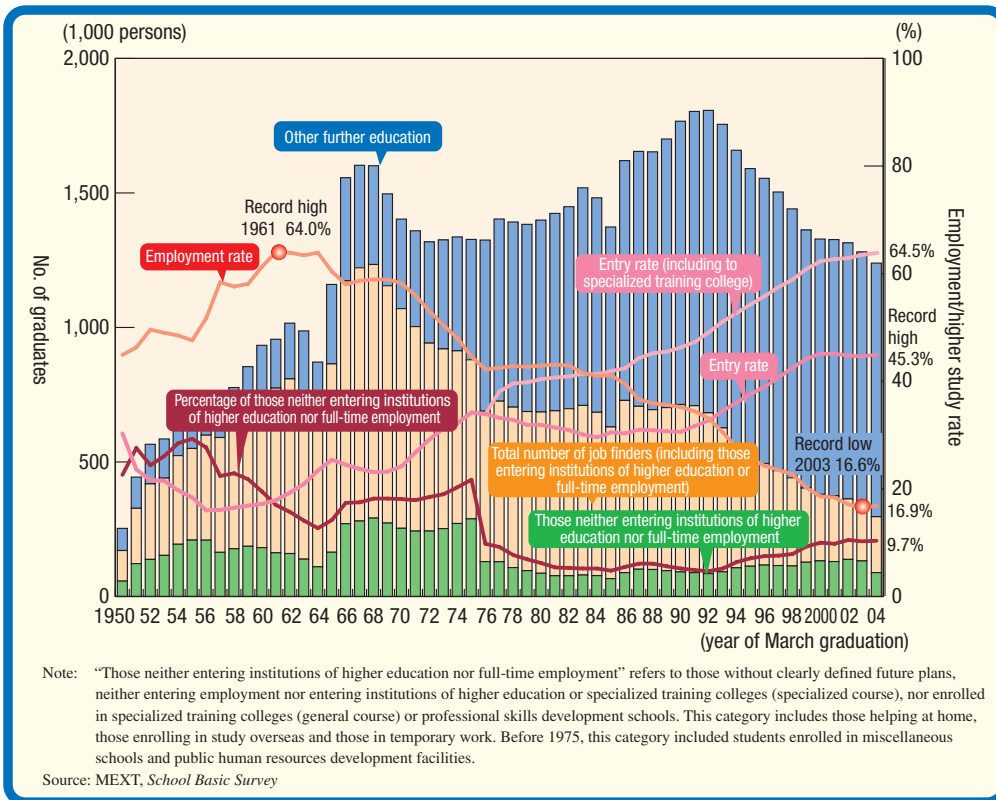


The number of junior college graduates has continued to decline since peaking in 1994, with 112,000 students graduating in 2004. The employment rate rose to 61.6%, 1.9 points up from the previous year.

See p.71 of reference documents

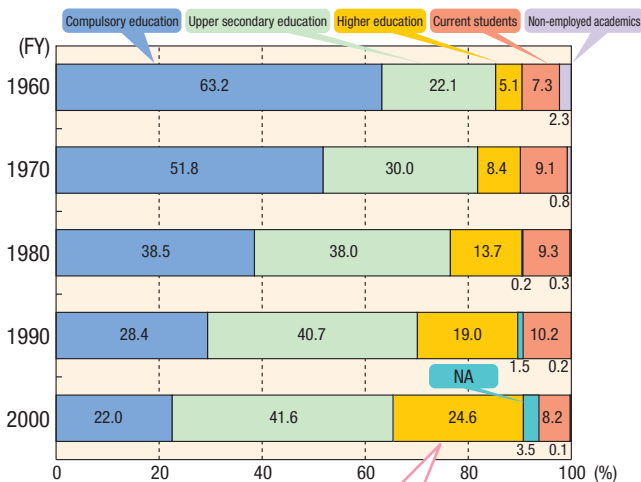
### I-4-3 First Destination of New Graduates of Upper Secondary Schools

The number of upper secondary school graduates has been declining continuously since it peaked in 1992, falling to 1,235,000 in 2004. The employment rate stopped its descent that started in 1961 and rose 0.3 points up from the previous year to reach 16.9% in 2004.



See p.72 of reference documents

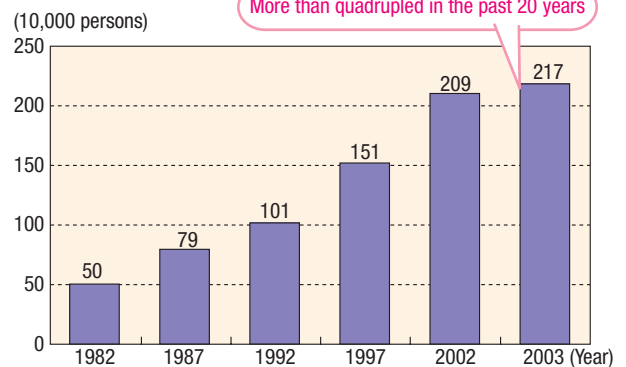
### ● Population by Highest Educational Attainment (Over 15) ●



Those who completed higher education occupy over 20%.

Note: "NA" refers to those whose final school of graduation is not known.  
Source: Ministry of Internal Affairs and Communications, Population Census of Japan

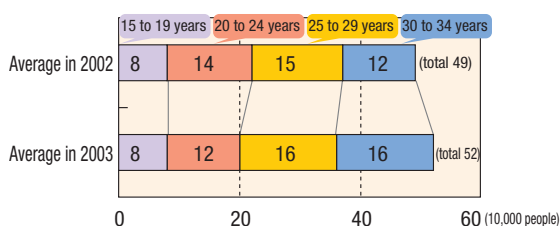
### ● Number of "Freeters" ●



Note: "Freeter" refers to males of 15-34 years of age or unmarried women who are employed in part-time work (but who had under five years of continuous work experience to 1997) and those who are not employed but hope to find part-time employment and neither engage in domestic chores nor go to school.

Source: Ministry of Labour, Health and Welfare, White Paper on the Labor Economy 2004

### ● Trends in Number of Unemployed Youth ●



Notes: 1 Figures of the Labor Force Survey (Detailed Tabulation), Statistics Bureau, Ministry of Internal Affairs and Communications, compiled by the Ministry of Health, Labour and Welfare.

2 Subjects compiled are those of non-working population who are aged 15 to 34, graduated from school, remain single and are not in education or housekeeping.

Source: Ministry of Labour, Health and Welfare, White Paper on the Labor Economy 2004

# I-5 Curriculum, Student Achievement and Learning



## I-5-1 Academic Ability of 15-year-olds according to OECD Programme for International Student Assessment (PISA) (2003)

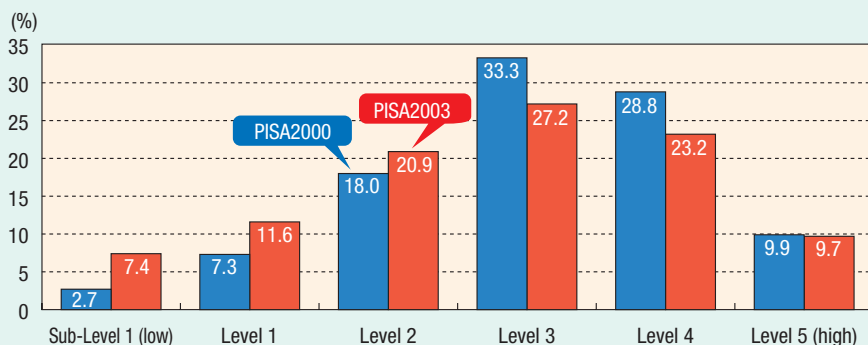
(1) International comparison of the average scores (across 40 countries and regions)

Mathematical literacy (top in PISA 2000)	First group: Hong Kong, Finland, Korea, the Netherlands, Liechtenstein, and Japan (6th)
Reading literacy (8th in PISA 2000)	Almost equal to the OECD average (14th)
Scientific literacy (2nd in PISA 2000)	First group: Finland, Japan (2nd), Hong Kong and Korea
Problem solving (newly added category)	First group: Korea, Hong Kong, Finland and Japan (4th)

Note: The subject children are those of 15 years of age. The first or second group represents the group of countries whose average scores have no statistically significant difference from the Japanese scores.

Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2003"

(2) Comparison of percentage of students performing at each of the achievement-based levels on the reading literacy scale



Note: Level rises from left to right.

Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2003"

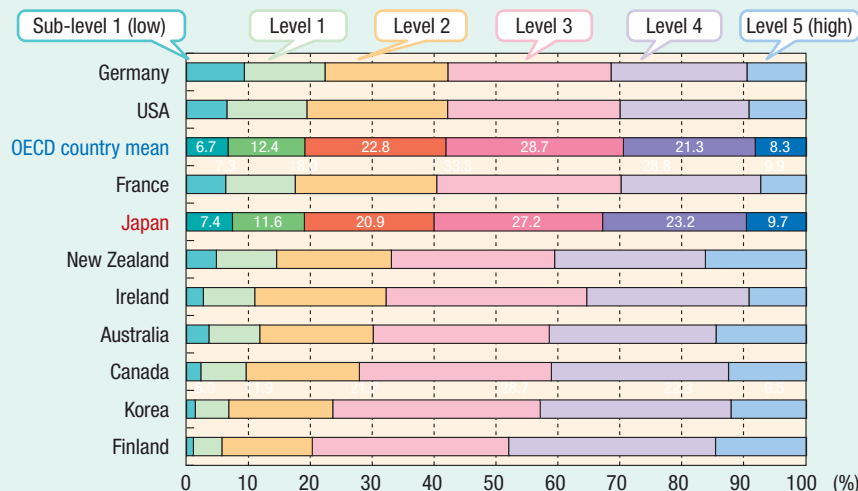
According to the OECD Programme for International Student Assessment (PISA) undertaken in 2003 (41 countries and regions), Japan's 15-year olds (first year upper secondary school students) were in the top class internationally.

The reading literacy of the Japanese students, however, is dropping in rank and is not considered the world's top class.

See p.73 of reference documents



## I-5-2 International Comparison of Percentage of Students at Each Level of Achievement-base on the Reading Scale in OECD Programme for International Student Assessment (PISA) (2003)



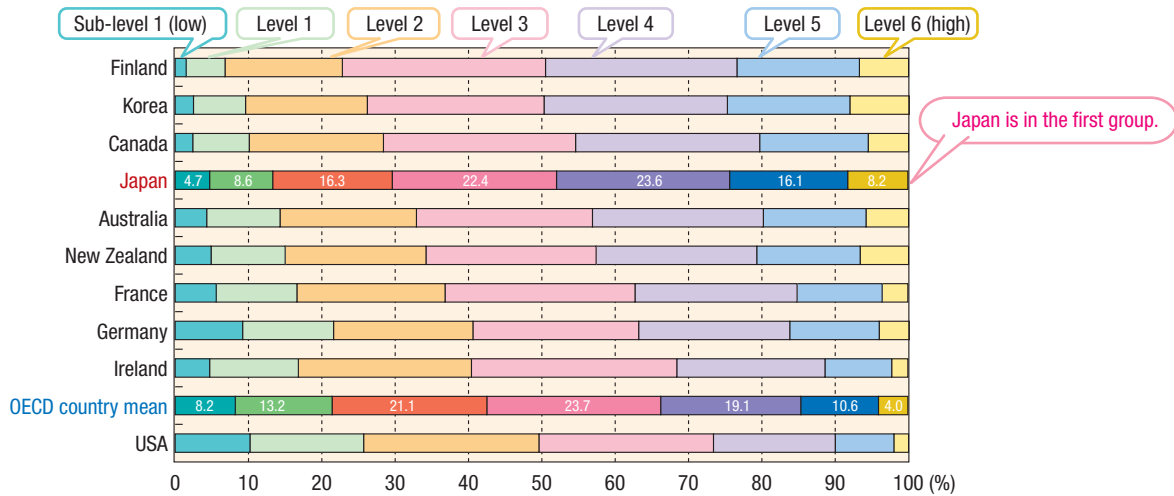
Note: Countries ranked in ascending order of proportion of students of Level 3 or higher.

Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2003"

Looking at the six reading literacy achievement-based levels from Sub-level 1 (low) to Level 5 (high), approximately 60% of Japan's 15-year-olds were Level 3 or above, with a few falling into the Sub-level 1 and Level 1 categories. Meanwhile, the overall distribution of achievement-based level percentages is almost equal to the OECD country mean.

See p.73 of reference documents

### ● International Comparison of Percentage of Students at Each Level of Achievement-base on the Mathematical Scale in OECD Programme for International Student Assessment (PISA) ●



Note: Countries ranked in order of proportion of students of Level 3 or higher.

Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2003"

### ● International Comparison of Mathematics and Science Results according to IEA's Trends in International Mathematics and Science Study (TIMSS) ●

#### (1) Results of arithmetic/mathematics

	Elementary school	Lower secondary school
1964 (first study)	Not carried out	2nd-12 countries/regions
1981 (second study)	Not carried out	1st-20 countries/regions
1995 (third study)	3rd-26 countries/regions	3rd-41 countries/regions
1999 (third follow-up study)	Not carried out	5th-38 countries/regions
2003 (fourth study)	3rd-25 countries/regions	5th-46 countries/regions

Note: Elementary school scores are from fourth year pupils. Lower secondary school scores are from first year students in 1964 and 1981 and from second year students in 1995, 1999 and 2003.

#### (2) Results of science

	Elementary school	Lower secondary school
1970 (first study)	1st-16 countries/regions	1st-18 countries/regions
1983 (second study)	1st-19 countries/regions	2nd-26 countries/regions
1995 (third study)	2nd-26 countries/regions	3rd-41 countries/regions
1999 (third follow-up study)	Not carried out	4th-38 countries/regions
2003 (fourth study)	3rd-25 countries/regions	6th-46 countries/regions

Note: Elementary school scores were from fifth year pupils in 1970 and 1983 and from fourth year pupils in 1995 and 2003. All lower secondary school scores are from second year students.

#### ● Attitudes toward mathematics and science (second year lower secondary school students) ●

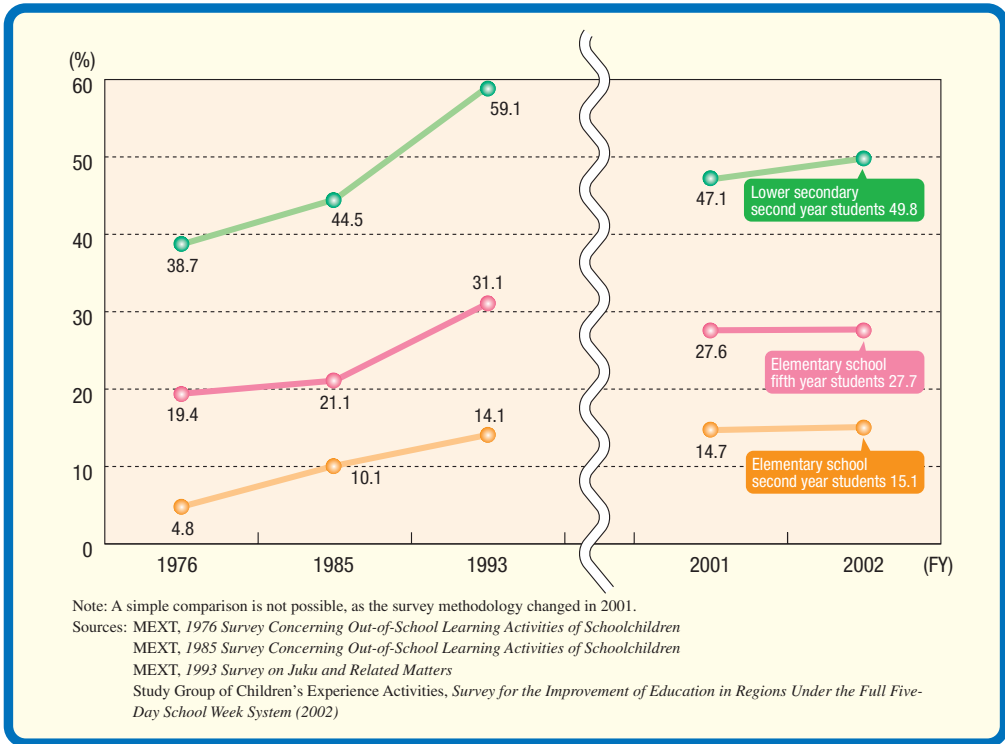
	Studying is fun		Mathematics/science is one of the subjects I am best at	
	Mathematics	Science	Mathematics	Science
Lower secondary school	39%	59%	39%	49%
International mean	65%	77%	54%	54%

#### ● How to spend out-of-school time ●

	Study	Watch TV or video	Help housekeeping
Lower secondary school	1.0 hours/day	2.7 hours/day	0.6 hours/day
International mean	1.7 hours/day	1.9 hours/day	1.3 hours/day

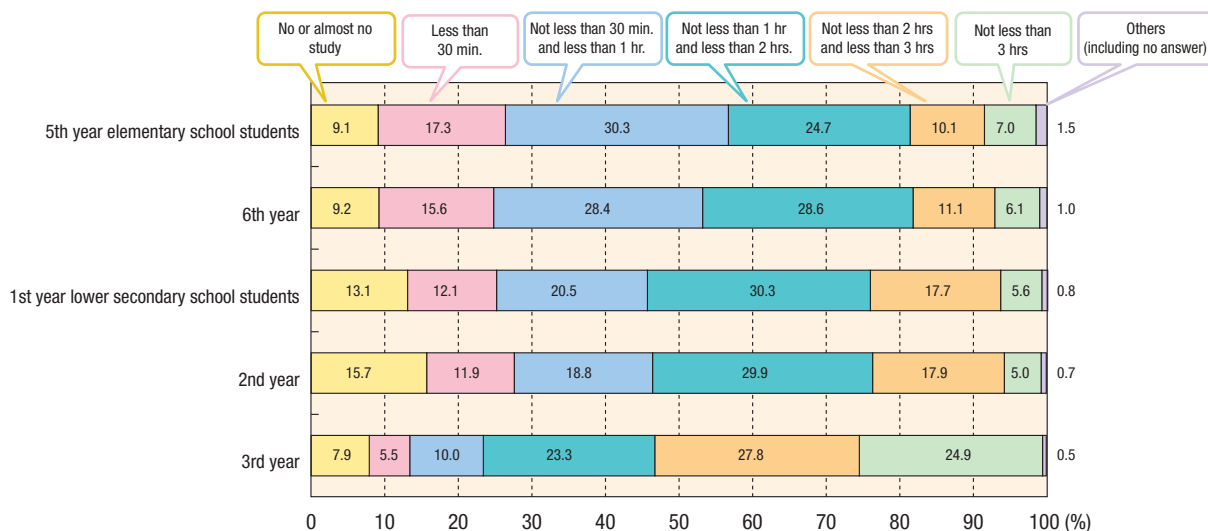
Note: IEA (International Association for the Evaluation of Educational Achievement), *Trends in International Mathematics and Science Study*

### I-5-3 Trends in Percentage of Students Attending Private Cram Schools (7, 10 and 13-year-olds)



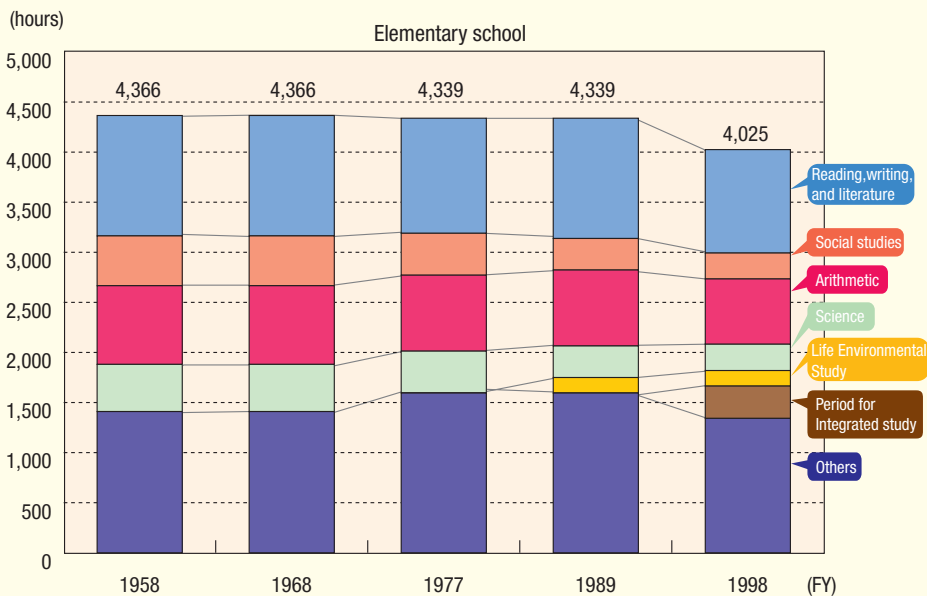
Looking at the three year levels, the highest percentage attending cram school are second year lower secondary school students.

### ● Daily Study Hours of Students (2003) ●



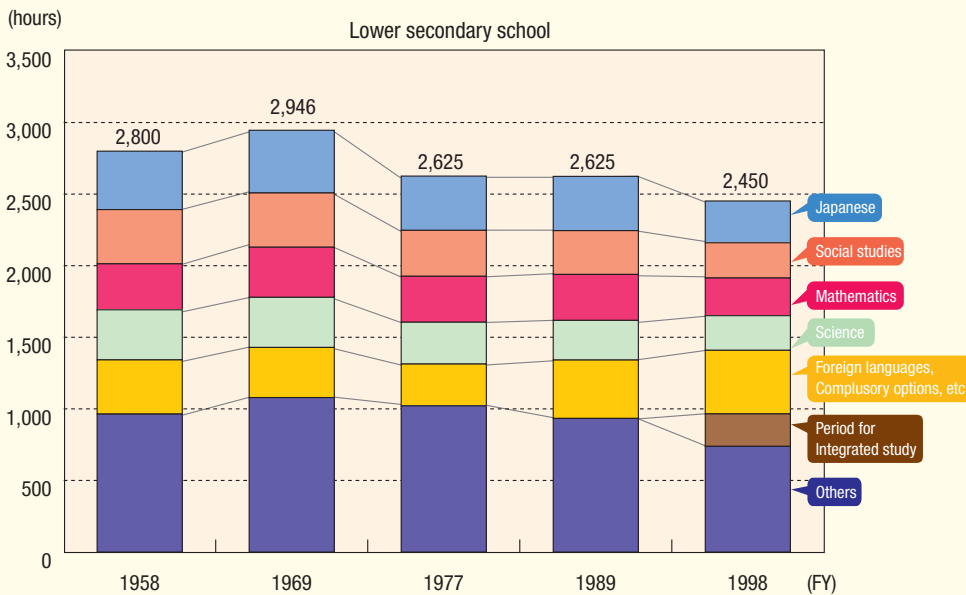
Source: National Institute for Educational Policy Research of Japan (NIER), Research on the Curriculum for Elementary and Secondary Schools 2003

### I-5-4 Trends in Instruction Time of Elementary and Lower Secondary School



The annual standard instruction time in six years of elementary school is around 4,000 hours. 4,025 hours are the standard instruction time suggested by the School Courses of Study revised in 1998.

The annual standard instruction time in three years of lower secondary school is around 2,000 hours. 2,450 hours are the standard instruction time suggested by the Courses of Study revised in 1998.



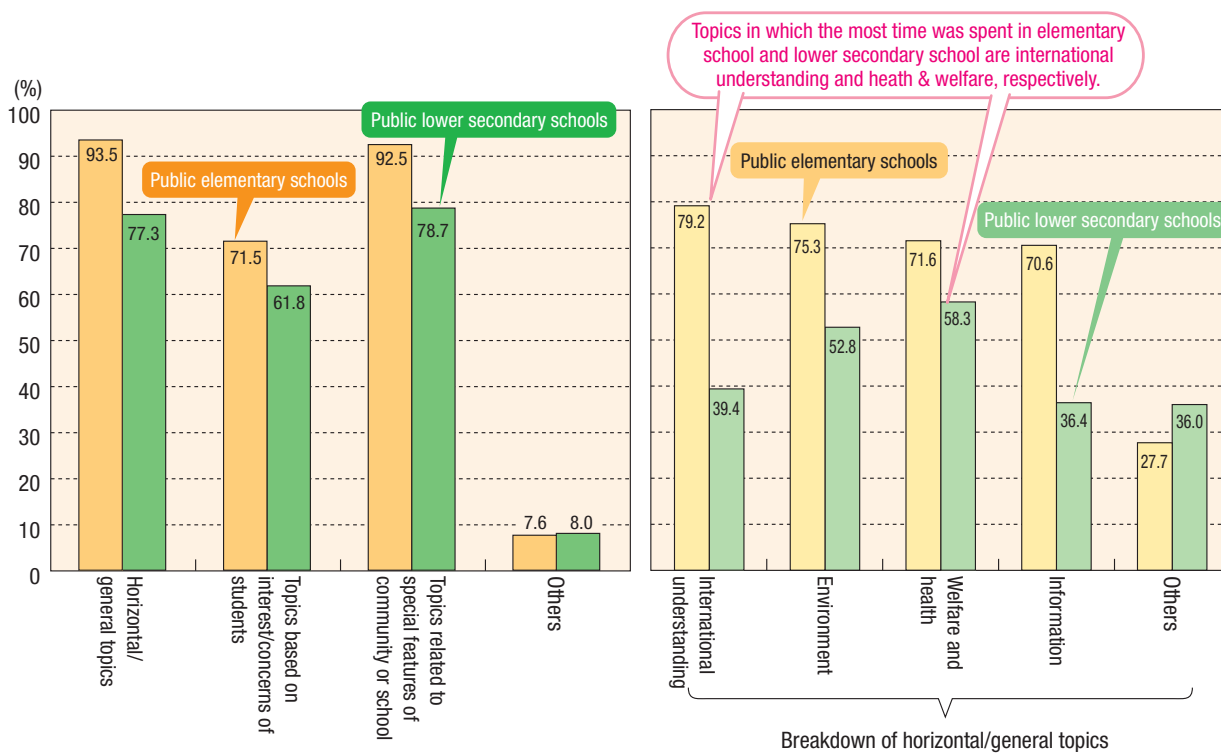
Remarks: 1 Hours shown above are the standard instruction time (one unit time is 45 minutes for elementary school and 50 minutes for lower secondary school) specified in the attachment of the Courses of Study revised in 1998.  
 2 "Others" include music, art, home economics, physical education, ethics, and special activities for elementary school and music, fine art, health and physical education, technology/home economics, moral education and special activities for lower secondary school.  
 3 The standard instruction time for some subjects suggested in the Courses of Study is shown in a flexible time range between the upper limit and lower limit. The median time is used for simplicity.

Source: Reported by MEXT

See p.74 of reference documents



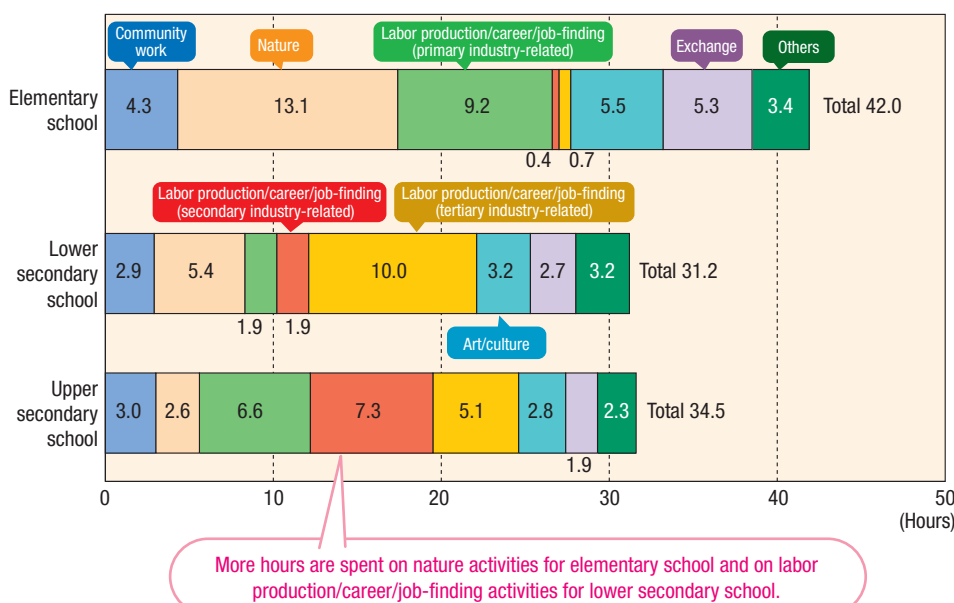
### ● Content of Period of Integrated Study (2004) ●



Notes: 1 The value shows the percentage of schools dealing with each topic as a proportion of the period of integrated study.  
 2 The breakdown of horizontal/general topics are the four suggested in the Elementary School Courses of Study and the Lower Secondary School Courses of Study (announced 1998, implemented 2002).

Source: MEXT, *Research on the Curriculum for Elementary and Secondary Schools 2004*

### ● Experiential Activities in Schools (2003) ●

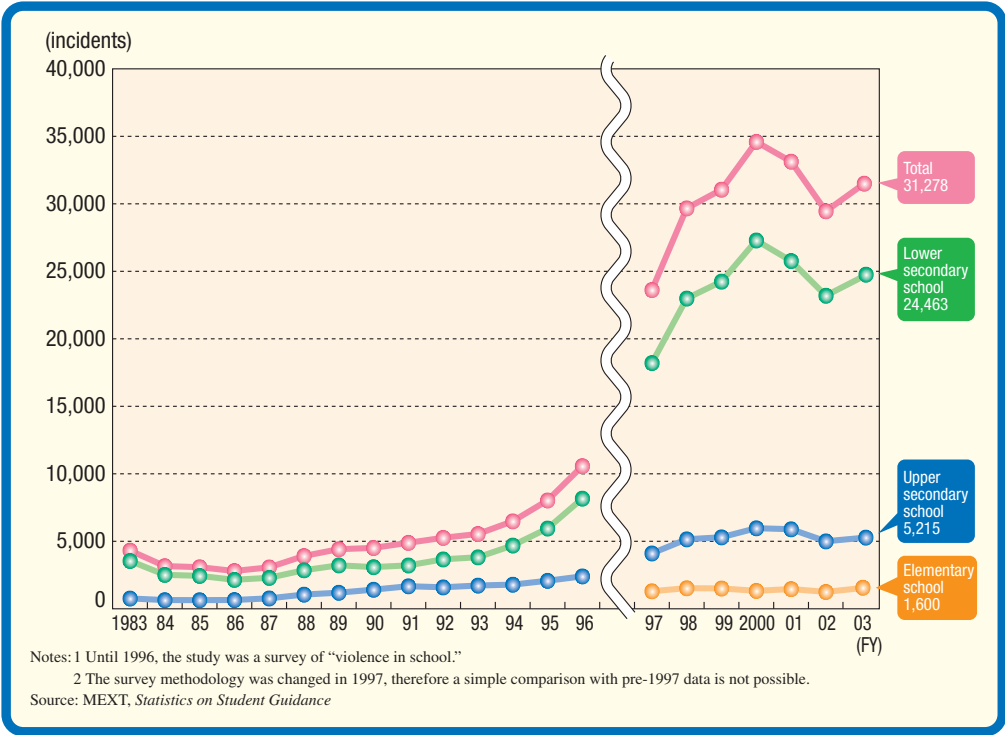


Notes: 1 Public schools only.  
 2 Values are average overall unit hours of experiential learning over one year, for fifth year elementary school students and second year lower secondary school and upper secondary school students.

Source: Reported by MEXT

# I-6 Student Guidance

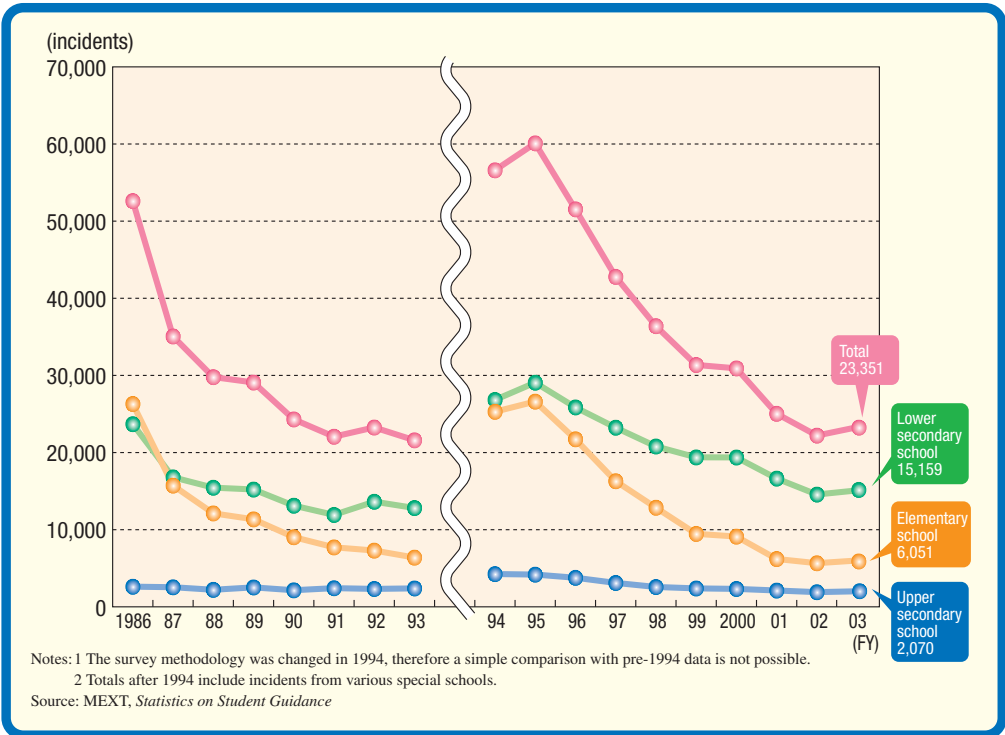
## I-6-1 Trends in Occurrence of Acts of Violence in Schools



Violent incident occurrence in lower secondary school is the highest or 24,000 in 2003. The total number of such incidents across elementary to upper secondary schools rose to 31,000 in 2003, for the first time in three years.

See p.75 of reference documents

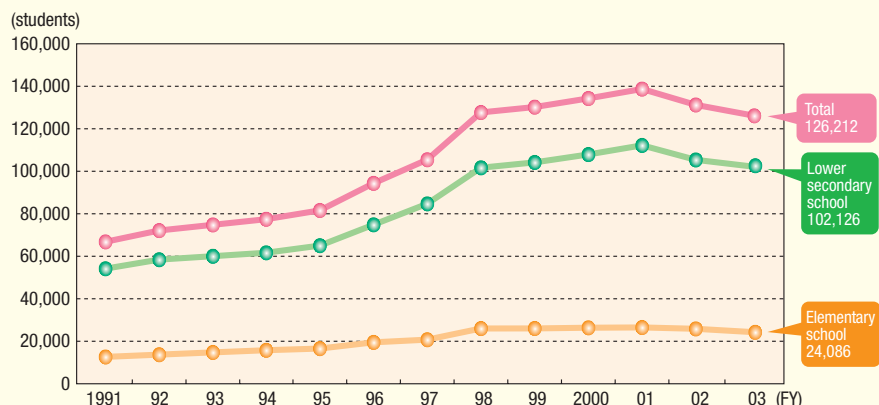
## I-6-2 Trends in Bullying Cases



Occurrences of bullying declined from their peak in 1995, with 6,000 cases reported by elementary schools in 2003, 15,000 by lower secondary schools and 2,000 by upper secondary schools.

See p.75 of reference documents

### I-6-3 Trends in Number of Students Who Refuse to Attend Schools

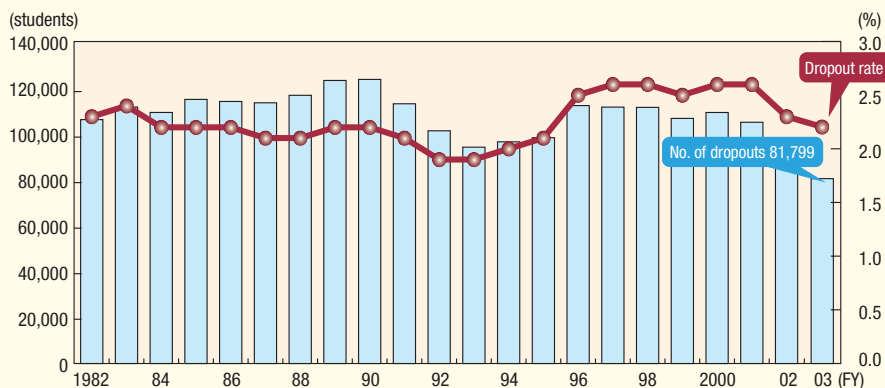


Note: Number of students refusing to attend national, public and private elementary and lower secondary schools because of School Non-attendance (known as "school-hated" to 1997) for 30 or more days in a year.  
Source: MEXT, *Statistics on Student Guidance*

The number of School Non-attendant students increased continuously among both elementary and lower secondary school students until 2001. The number fell in 2003, consecutively from 2002, to 24,000 elementary school students and 102,000 lower secondary school students.

See p.75 of reference documents

### I-6-4 Trends in Number of Upper Secondary School Dropouts

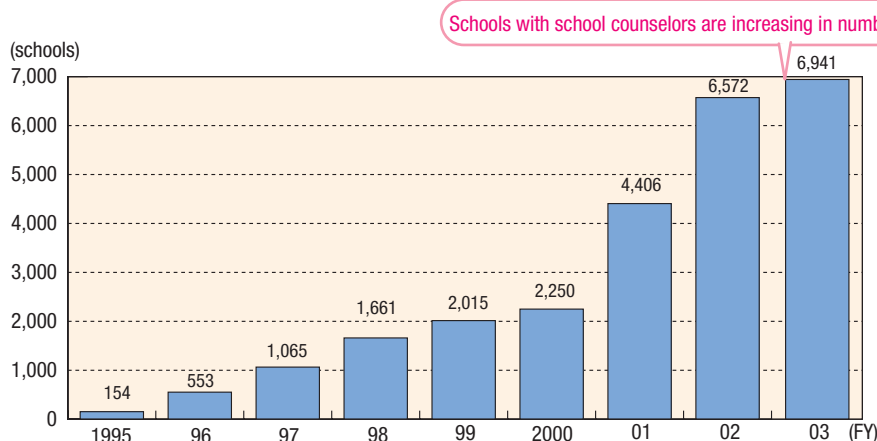


Source: MEXT, *Survey on the State of Dropouts in Upper Secondary Schools*

The dropout rate has been declining for the last few years. There were 82,000 dropouts in 2003, a dropout rate of 2.2%.

See p.75 of reference documents

### ● Number of Schools with School Counselors ●



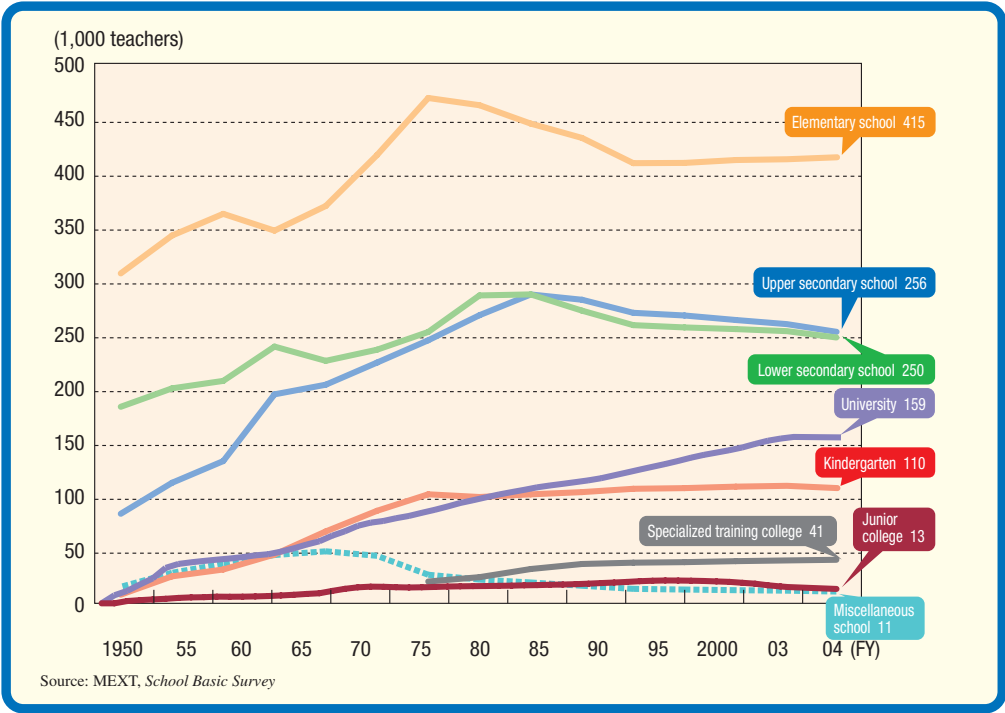
Note: Number of schools with a school counselor survey research contractor project (1995–2000) and school counselor survey research contractor project assistance (2001 onwards).

Source: Reported by MEXT

Schools with school counselors are increasing in number.

# I-7 Teaching and Non-teaching School Staffs

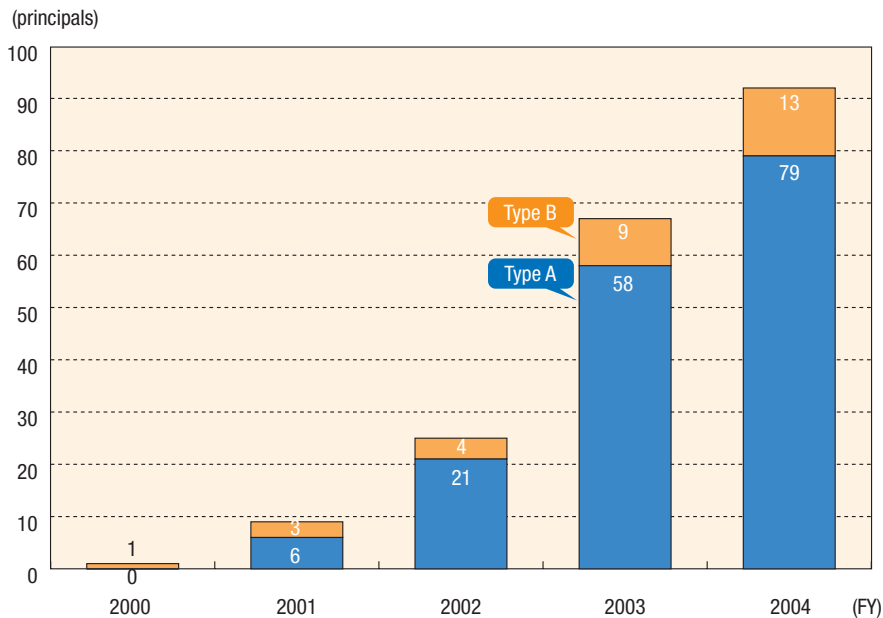
## I-7-1 Trends in Number of Full-time Teachers



The number of full-time teachers has been growing since 1950 for all school types, but this trend has more or less flattened in recent years. The school type with the most teachers is elementary school, with 415,000 full-time educators.

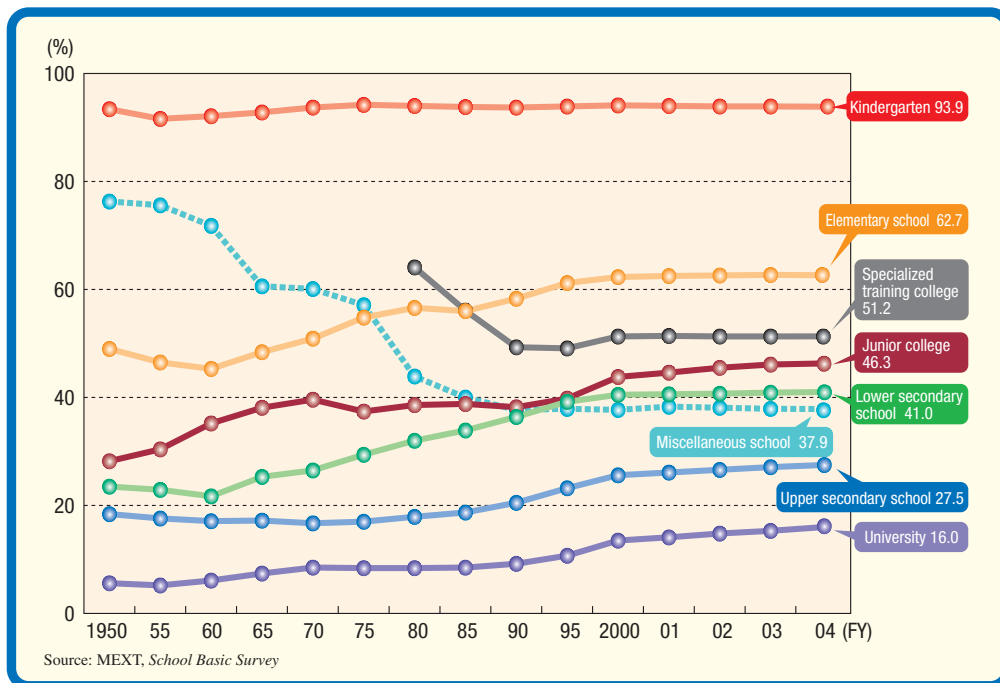
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### Trend in Number of Principals without a Teacher Certificate



Notes: 1 The figures indicate the total number of assignments of people with no teaching background as school principals as of April 1 of each year and include the number of people who already left the office due to personnel change, etc.  
 2 "Type A" is defined as individuals with no teaching license and no experience of taking "jobs related to education."  
 3 "Type B" is defined as individuals with no teaching license but with over ten-year experience in "jobs related to education."  
 4 The figures above are the data obtained by the MEXT effective as of April 1, 2004.

### I-7-2 Trends in Percentage of Females among Full-time Teachers

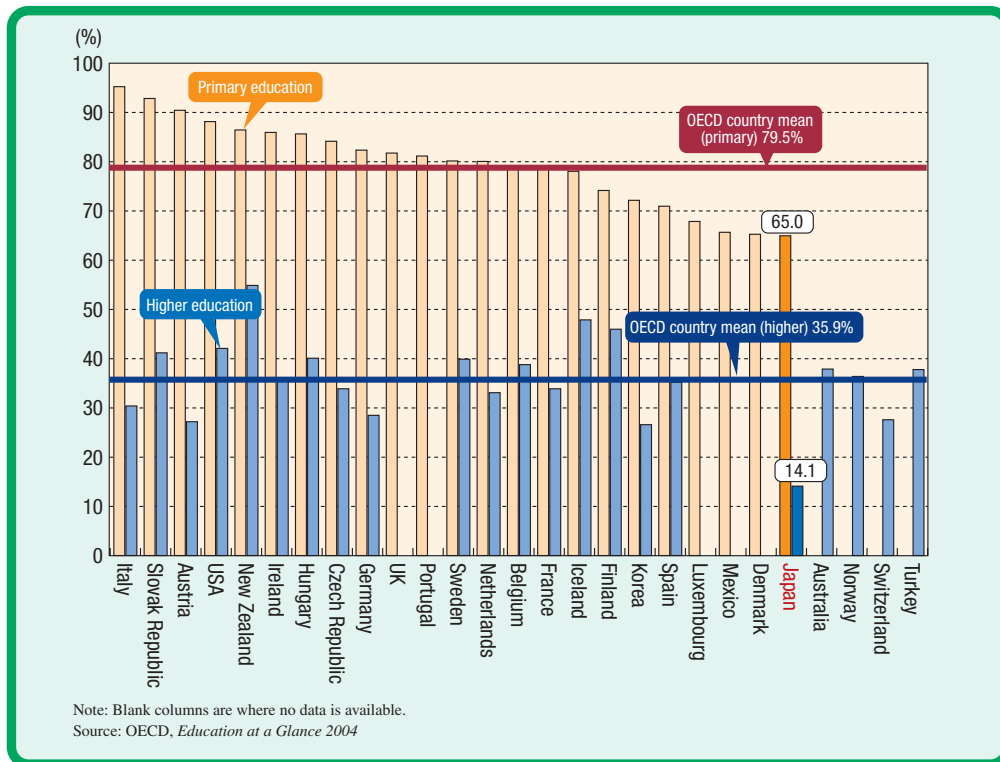


In all schools other than kindergartens, specialized training colleges and miscellaneous schools, the number of female full-time teachers is creeping up. Of all school types, the one with the most female teachers is kindergartens.

See p.77 of reference documents



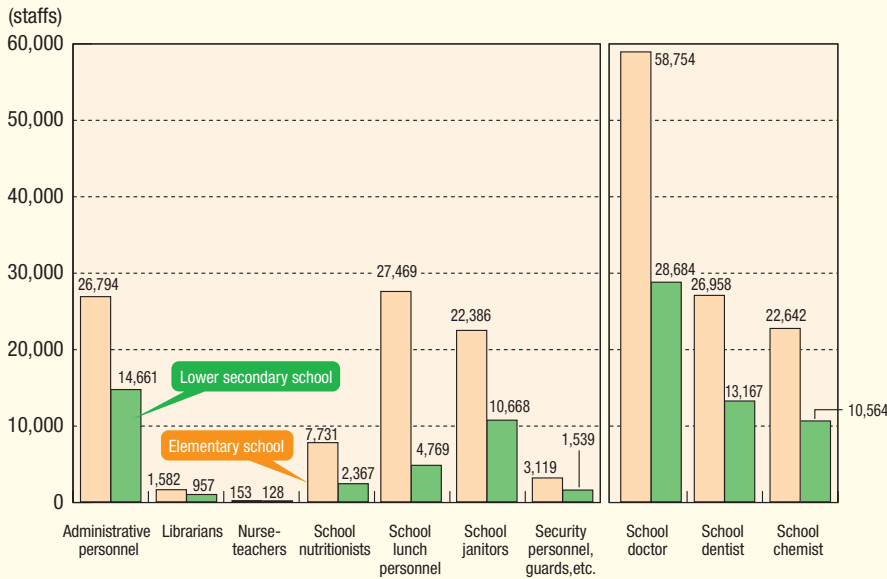
### I-7-3 International Comparison of Percentage of Females among Teachers (2002)



All OECD countries have a proportion of female teachers in primary education, with an average of around 80%. In Japan, meanwhile, just two-thirds of elementary school teachers are women. In higher education (university, graduate level), Japan has the lowest female participation in teaching in the OECD, at under 50% of the average.

See p.77 of reference documents

### I-7-4 Number of Full-time Non-teaching Staffs and School Doctors, etc. (2004)

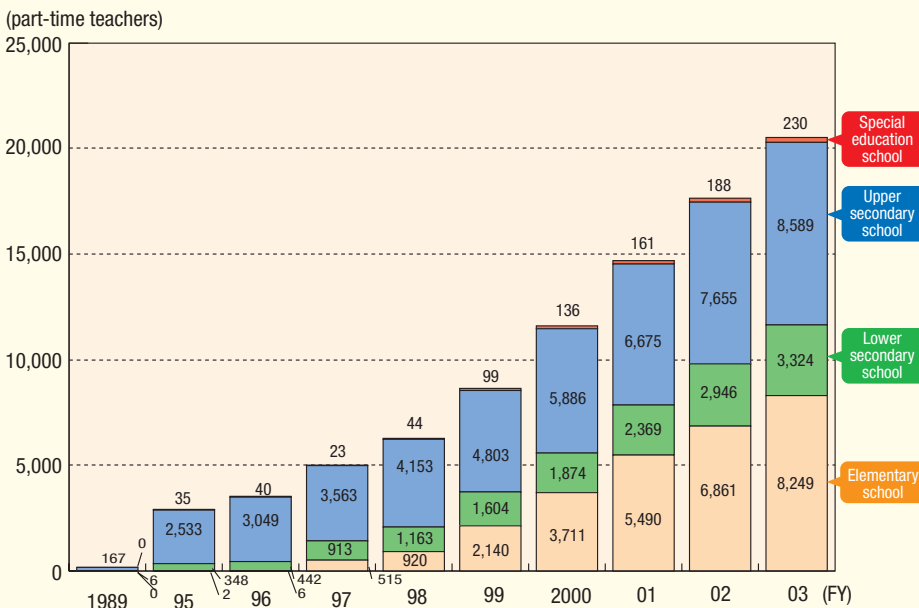


Note: School doctors are not usually located full-time on school premises. If the position of school doctor is the responsibility of a general hospital, that is counted as one doctor.

Source: MEXT, School Basic Survey 2004

Looking at the number of full-time non-teaching staff, etc. at elementary and lower secondary schools in 2004, the most populous category is school doctors for both school types. However, looking at full-time staff only, the most numerous staff was school lunch personnel at elementary schools and administrative personnel at lower secondary schools.

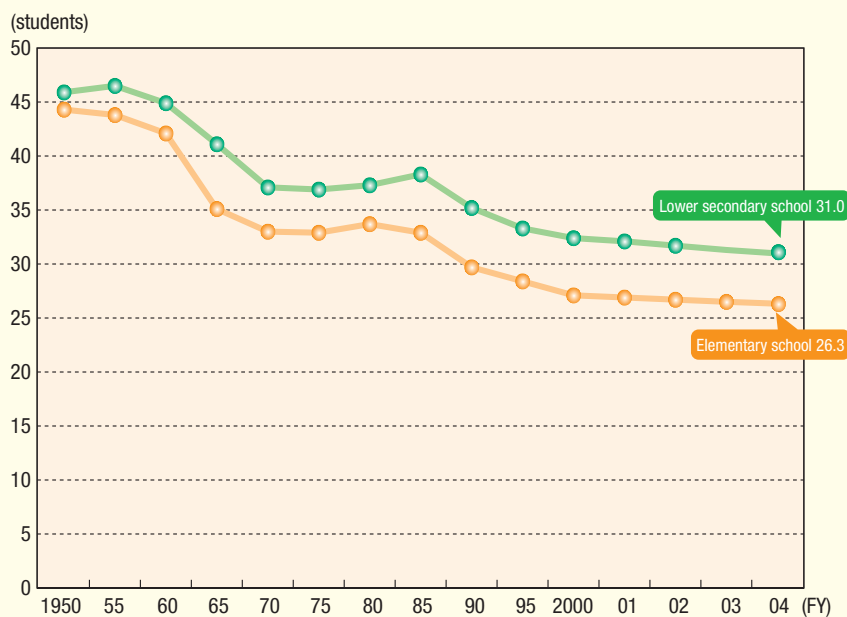
### I-7-5 Special Arrangements for Part-time Teachers without Teacher Certificates



Source: Reported by MEXT

The number of special part-time teachers (part-time teachers without teacher certificates) has more or less risen consistently across all school types. Looking at the 2003 figures, the highest number was at upper secondary schools (9,000) followed by elementary schools with 8,000 such teachers.

### I-7-6 Trends in Average Class Size



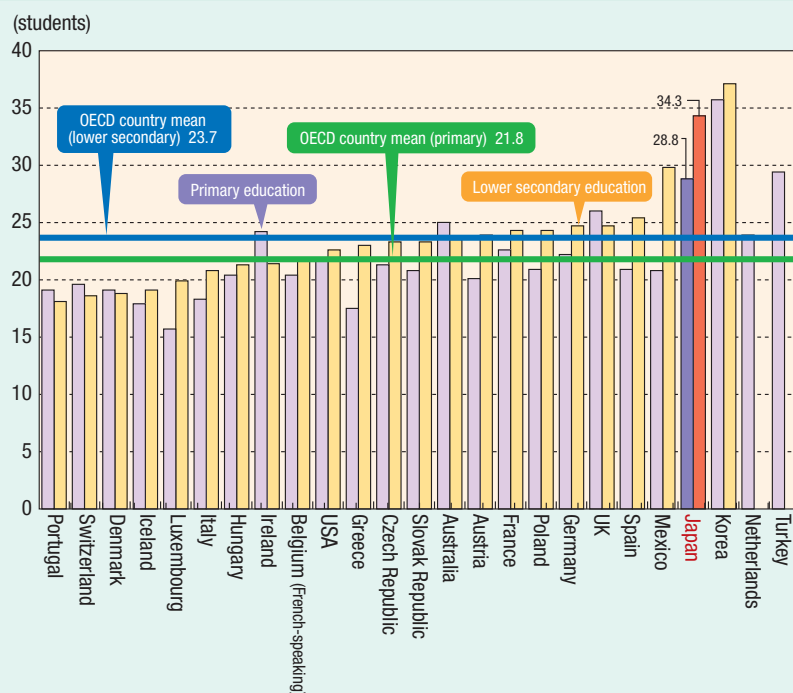
Source: MEXT, School Basic Survey

In both elementary and lower secondary schools, class sizes are trending downward. Classes in both school types had an average size of 45 students in 1950. That ratio was down to 26.3 students per class in elementary schools and 31.0 students per class in lower secondary schools by 2004.

See p.78 of reference documents



### I-7-7 International Comparison of Average Class Size (2002)

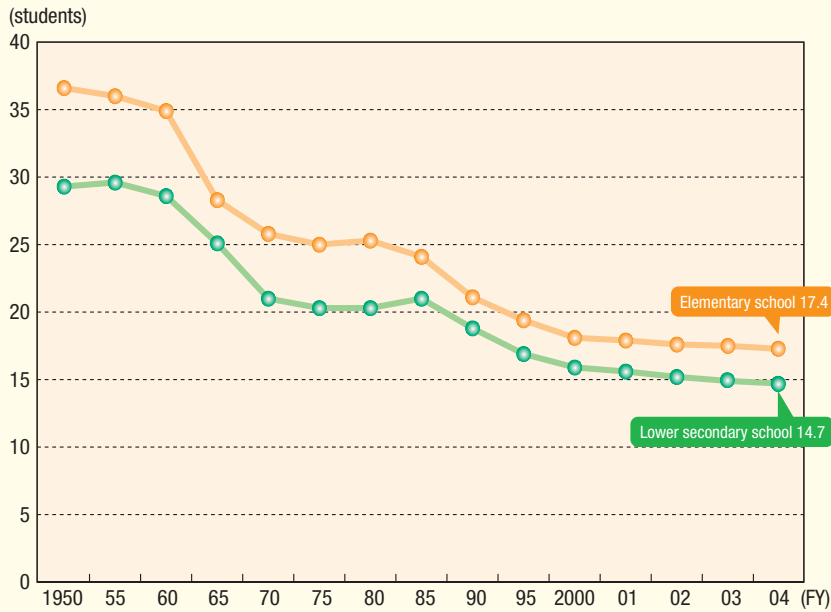


Note: Ordered from left, starting from country with lowest number of students per class in lower secondary schools.  
Source: OECD, Education at a Glance 2004

Japan had 28.8 students per class in primary education and 34.3 per class in lower secondary education in 2001, both in excess of the OECD country mean and one of the highest levels for any OECD country.

See p.78 of reference documents

### I-7-8 Trends in Ratio of Students to Full-time Teacher



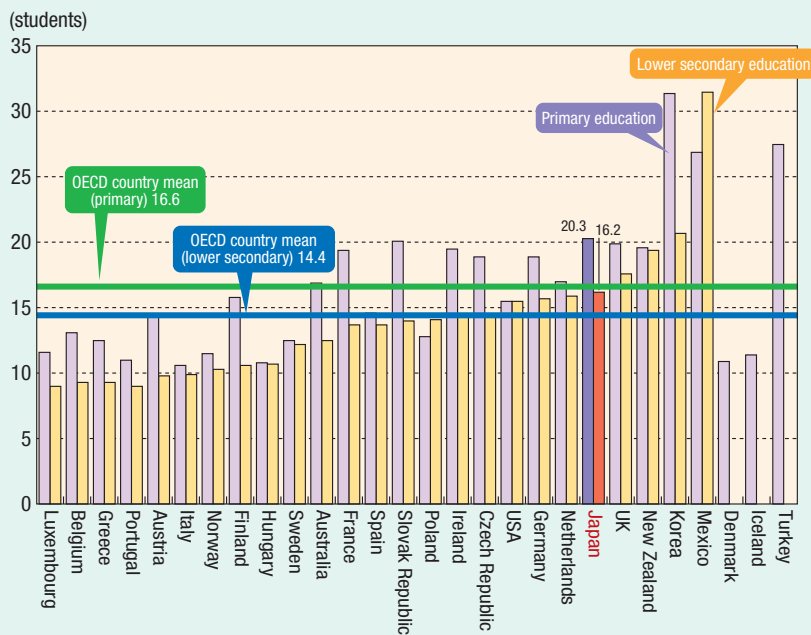
Source: MEXT, School Basic Survey

The full-time teacher-student ratio has been dropping since 1950, reaching 17.4 students per teacher in 2004 for elementary schools and 14.7 students per teacher for lower secondary schools.

See p.78 of reference documents



### I-7-9 International Comparison of Ratio of Students to Teaching Staff (2002)



Note: Ordered from left, starting from country with lowest number of students in lower secondary schools. In Denmark and Iceland, lower secondary education is included in primary education.

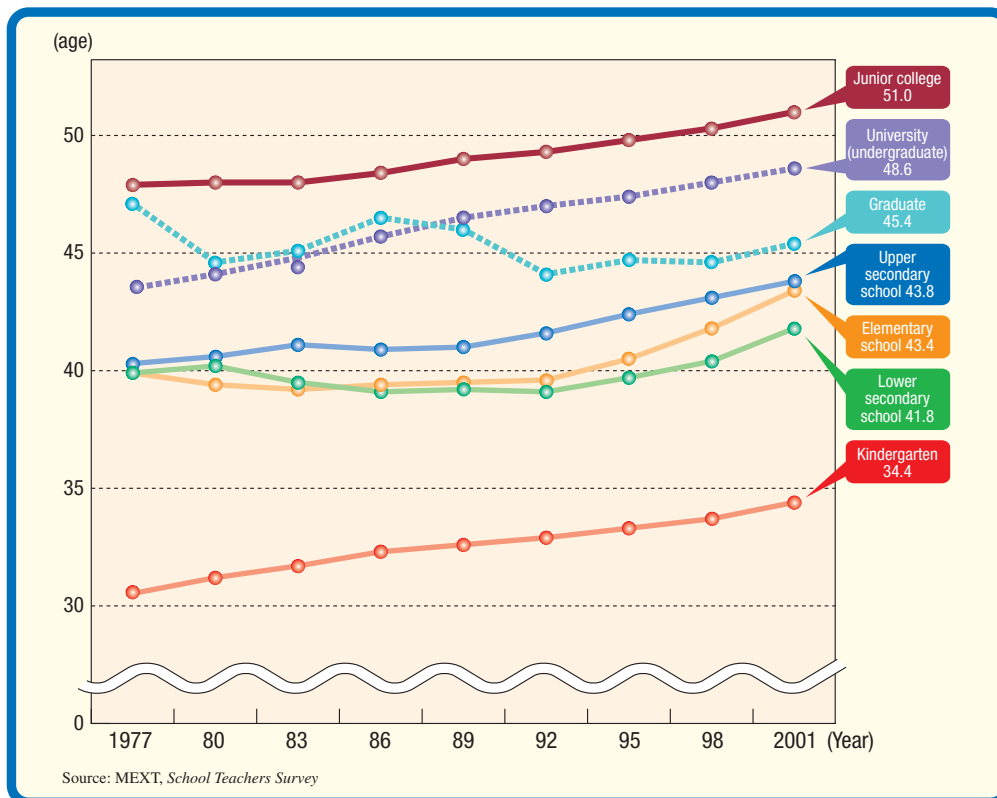
Source: OECD, Education at a Glance 2004

There were 20.3 students to each teaching staff member in primary education in Japan in 2001 and 16.2 students for every staff member in lower secondary education. Both exceed the OECD country mean.

See p.79 of reference documents



### I-7-10 Trends in Average Age of Full-time Teachers



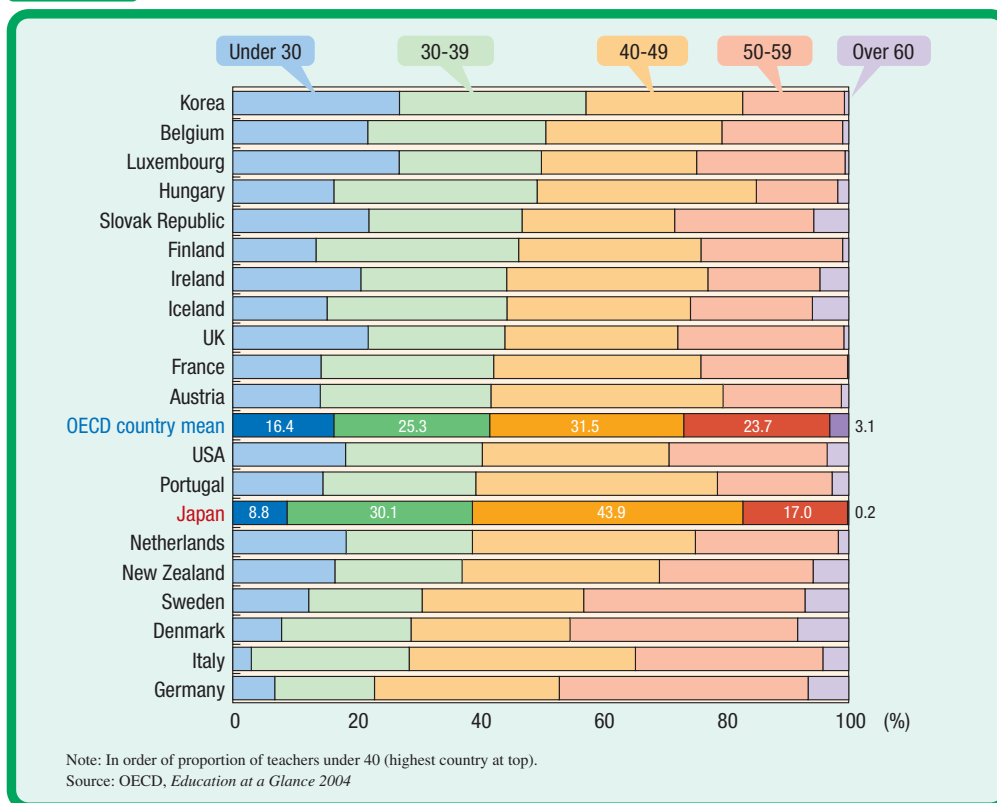
At the primary and lower secondary education level, all school types have seen a rise in the average age of full-time teachers in recent years, which is now over 40 in all schools other than kindergartens. The oldest average age of teachers is at upper secondary schools at 43.8 years.

At the higher education level, the average age of teachers has risen in recent years in all but the graduate schools, with the average age of junior college teaching staff now over 50 at 51.0.

See p.79 of reference documents



### I-7-11 International Comparison of Age Distribution of Teachers (2002)

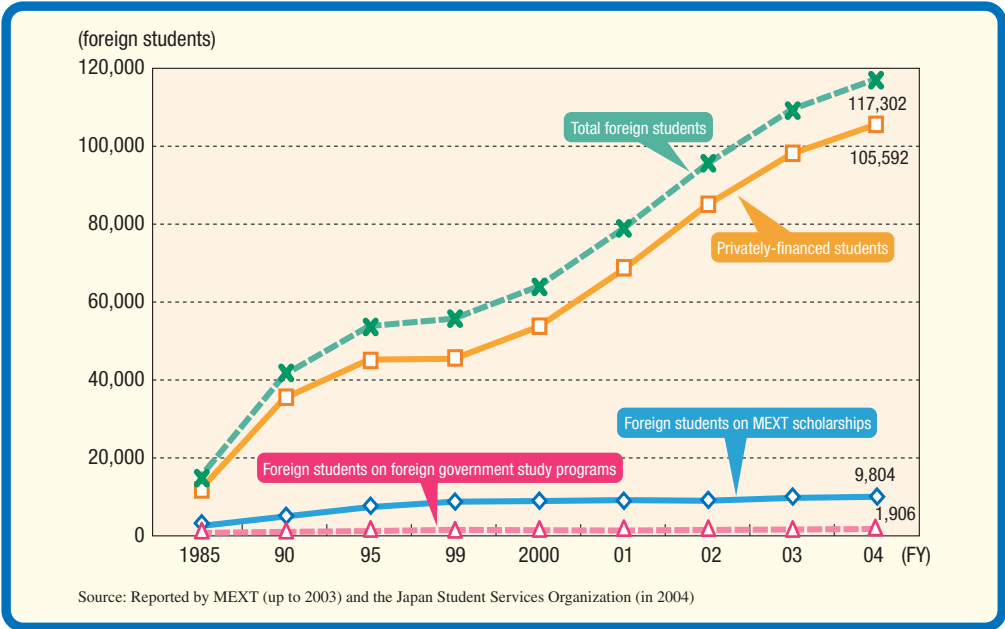


In terms of the age distribution of primary education teachers, Japan has a lower proportion of teachers under 30 and 50 or over than the OECD country mean and a high ratio of teachers in the 30-39 and 40-49 age brackets.

See p.79 of reference documents

# I-8 Internationalization

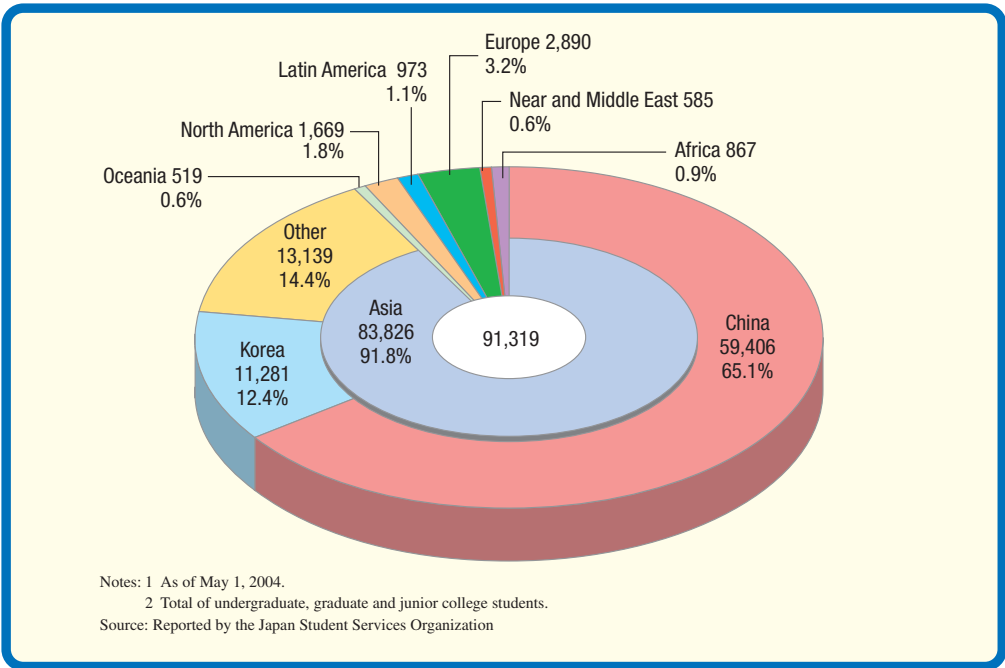
## I-8-1 Trends in Number of Foreign Students



While the number of foreign students studying on MEXT scholarships in Japanese institutions of higher education has increased slightly in recent years, the number of privately-financed foreign students has continued to grow and in 2004 the overall number of foreign students exceeded 100,000 to reach 117,000.

See p.80 of reference documents

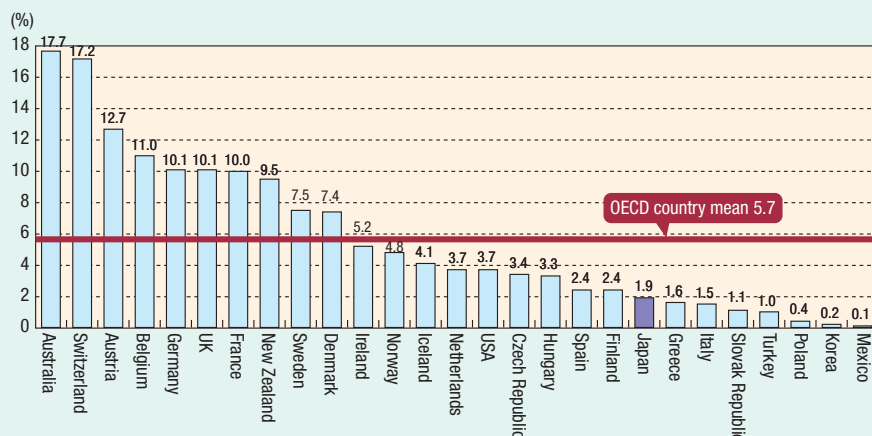
## I-8-2 Number of Foreign Students by Region and Country of Origin (2004)



The most common country/region of origin for foreign students was China, with 59,000 students in Japan (65.1%), followed by South Korea with 11,000 students. Students from Asian countries accounted for over 90% of the total number of foreign students.



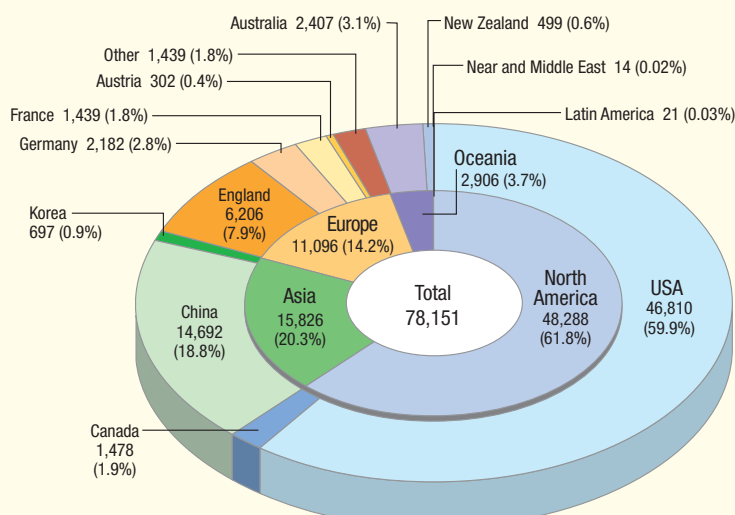
### 1-8-3 Percentage of Higher Education Students Enrolled who are not Citizens of the Country of Study (2002)



Source: OECD, *Education at a Glance 2004*

The percentage of foreign students (non-Japanese citizens) enrolled in Japanese higher education institutions is 1.9%, significantly below the OECD country mean of 5.7%.

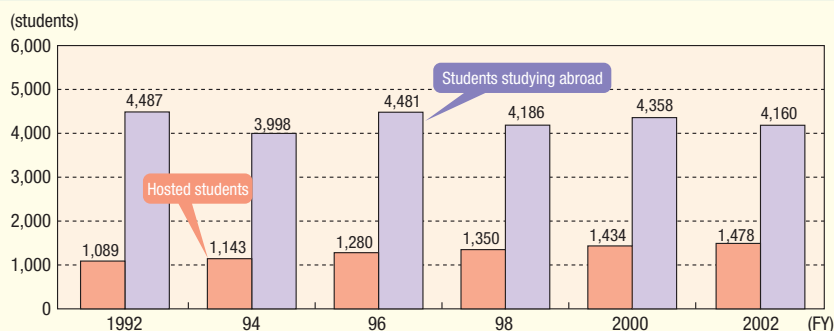
### 1-8-4 Number of Japanese Students Studying Abroad (2001)



Note: Figures from 32 major countries from IIE Open Doors, the China Department of Education and OECD, *Education at a Glance*. Source: MEXT, *Outline of the Student Exchange System in Japan 2004*

There are 78,000 Japanese university students studying in 32 major countries overseas, with approximately 80% studying in Europe and North America.

### 1-8-5 Trends in Number of Upper Secondary Students Studying Abroad and Foreign Students

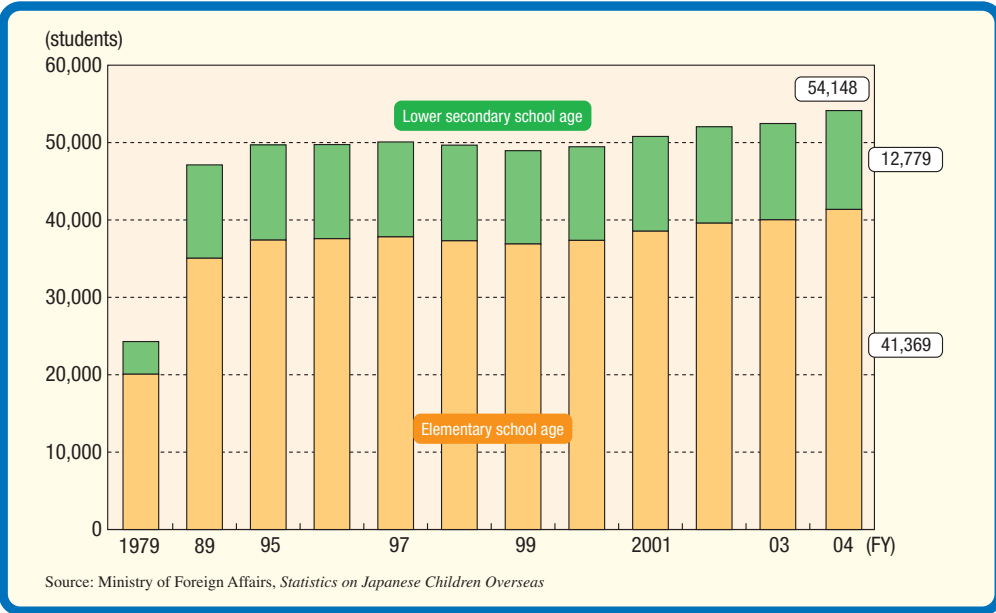


Note: Figures include public and private upper secondary schools (2000 and 2002 includes secondary schools). Source: MEXT, *Survey on the State of International Exchange in Senior High Schools*

The number of foreign students hosted by public and private upper secondary schools has been increasing, with 1,500 foreign students in 2002. The number of Japanese upper secondary school students studying abroad has dropped from the previous survey (2000) to 4,200.

See p.80 of reference documents

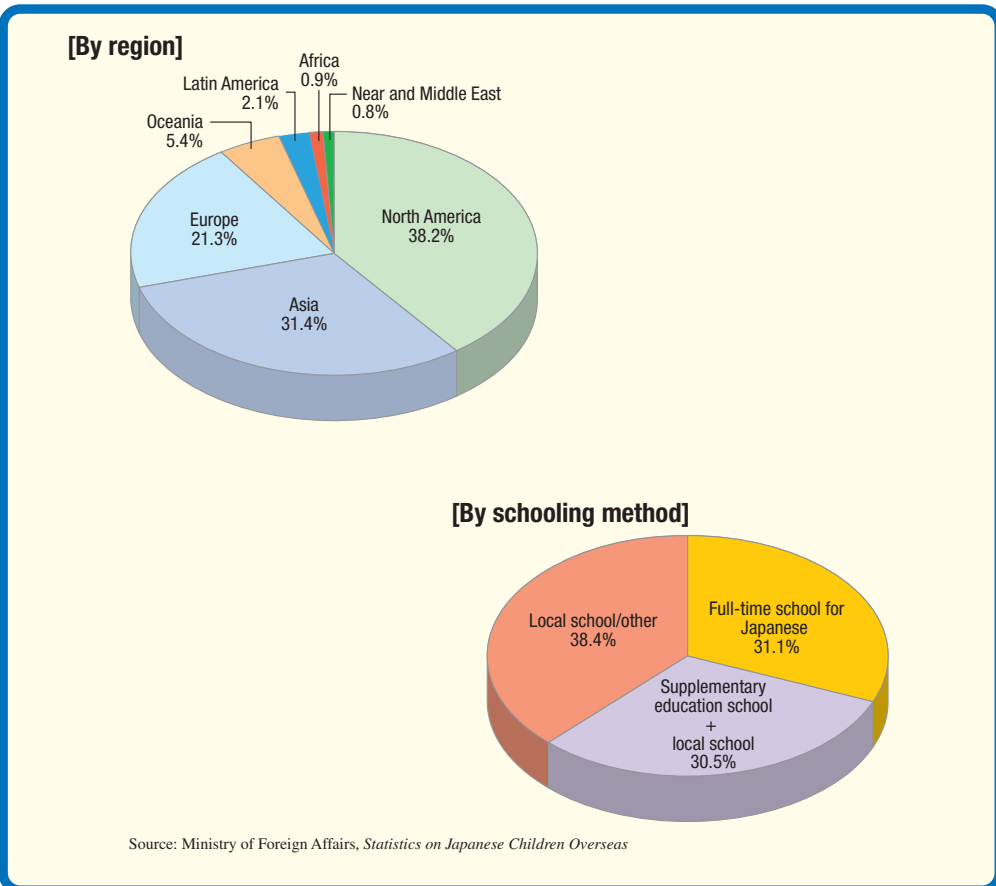
### I-8-6 Trends in Number of Children of Compulsory Education Age Residing Abroad



The number of students of elementary or lower secondary school age children residing abroad has leveled off at around 50,000 in recent years, with 54,000 such students in 2004.

See p.80 of reference documents

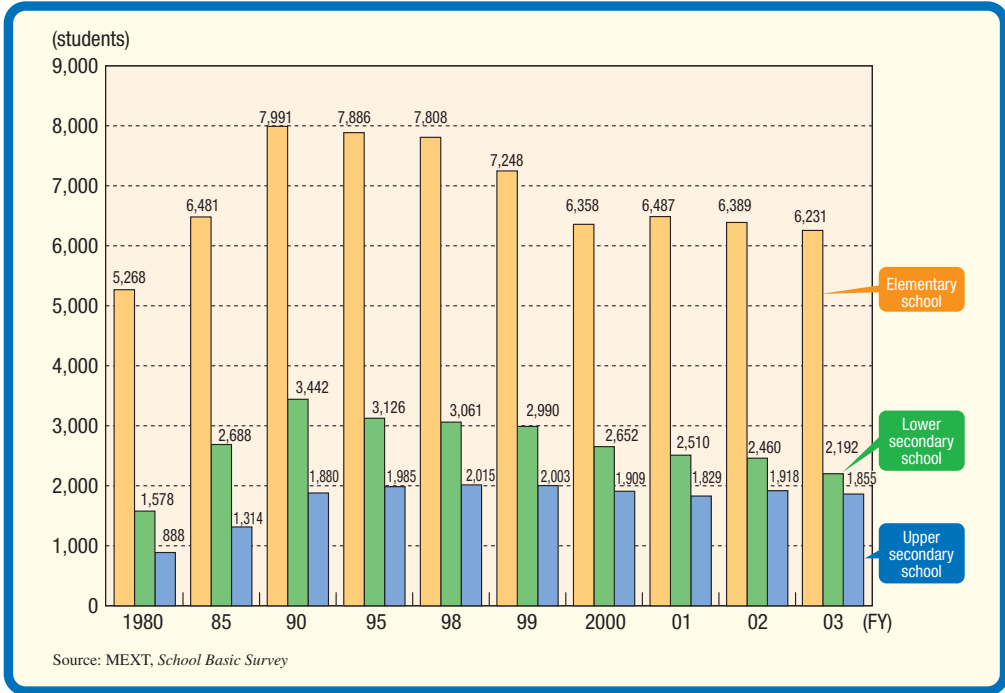
### I-8-7 The Distribution of Japanese Children in the 7 Areas of the World (2004)



The region with the highest number of Japanese students was North America, with 38.2%. Next was Asia with 31.4% and Europe with 21.3%. Looking at schooling method, one-third of the students attended a full-time school for Japanese (31.1%).

See p.80 of reference documents

### I-8-8 Trends in Number of Children Who Have Returned from Abroad

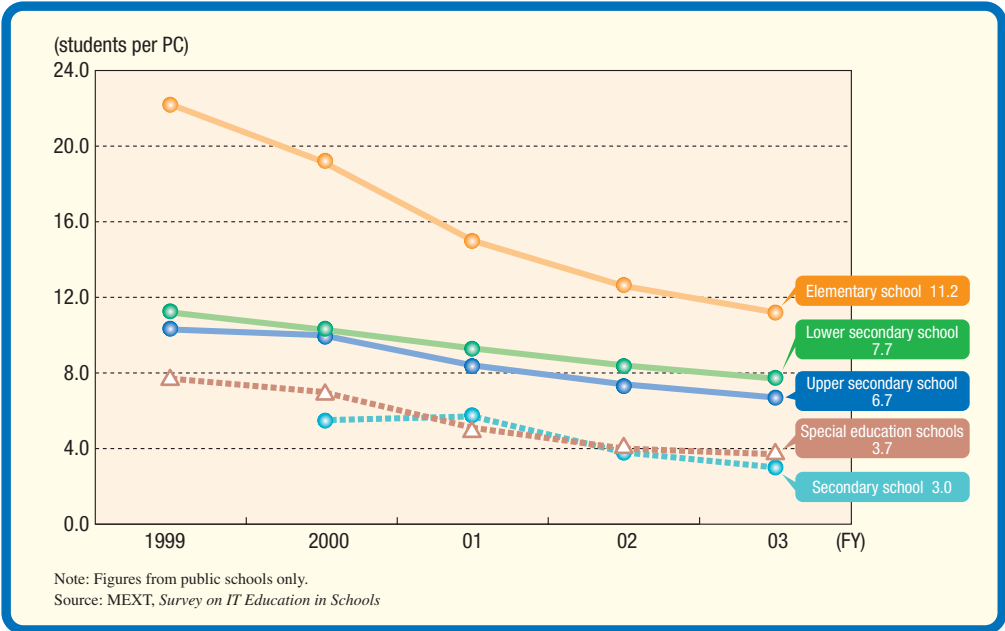


Trends in recent years show that the number of returnee students has been declining. The largest number of returnees is found in elementary schools, or 6,200.

See p.80 of reference documents

# I-9 Informatization of Schools

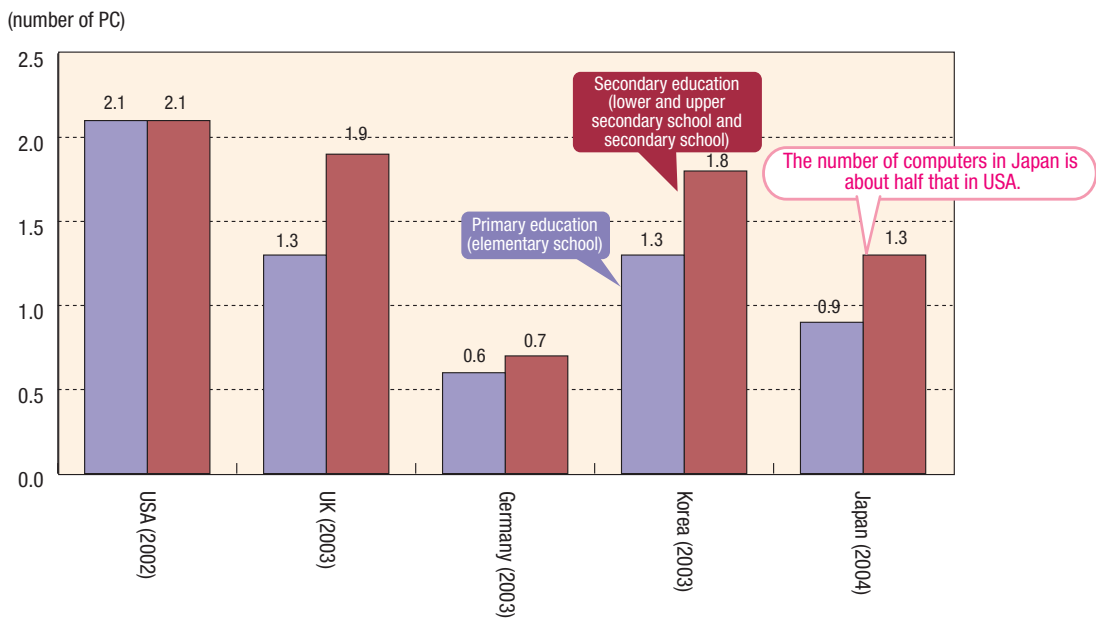
## I-9-1 Trends in Number of Students per Computer



The ratio is declining across all schools. Secondary schools have lowest ratio of 3.0 students per PC, elementary schools the most at 11.2 students per computer.

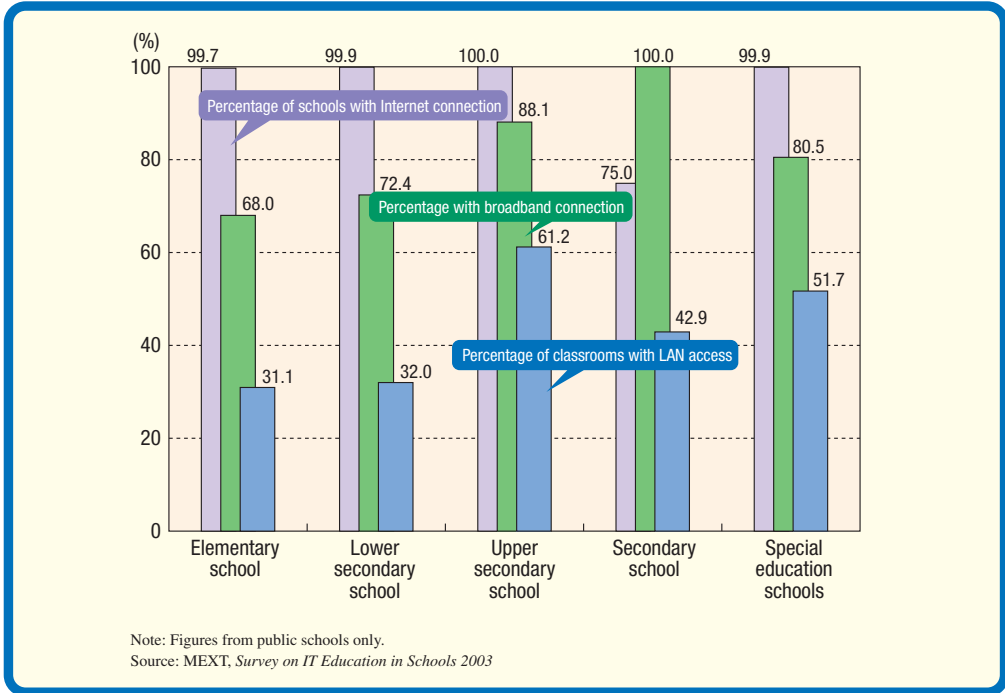
See p.81 of reference documents

### International Comparison of Number of Computers for Educational Use per 10 Students



Notes: 1 The figures for USA are the average of elementary and secondary schools.  
2 The data are originated in different years from country to country; 2002 for USA, 2003 for UK, Germany and Korea, and 2004 for Japan.  
Source: Reported by MEXT

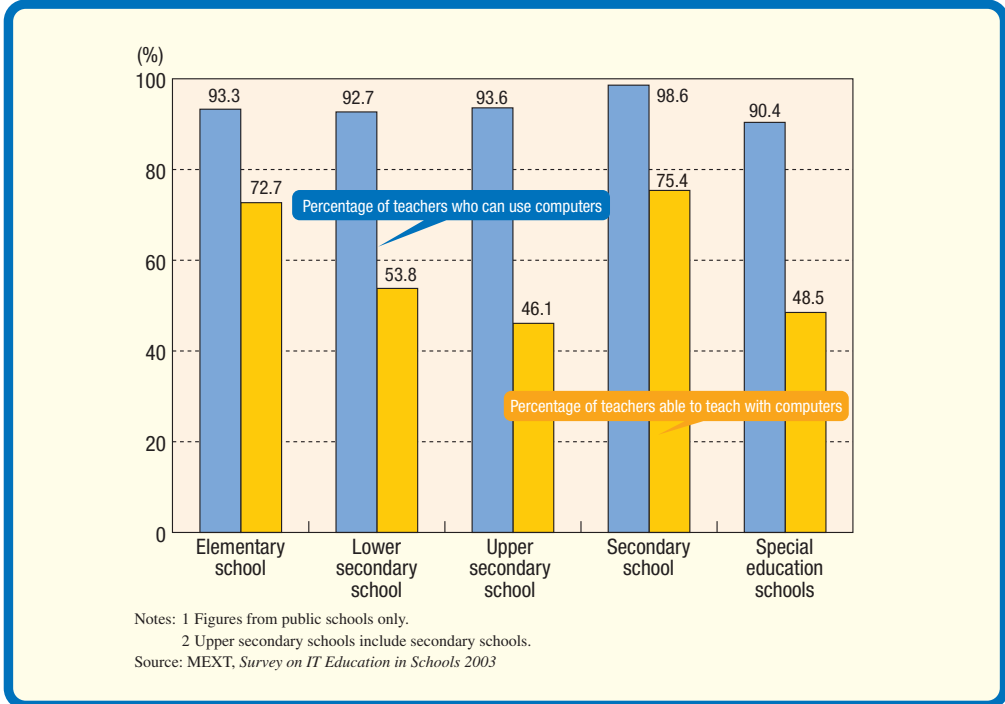
### I-9-2 Percentage of Schools with Internet Connections and School LANs (2003)



The rate of Internet connection across all schools, except for secondary schools, was at or near 100%. Upper secondary schools had the highest rate of LAN access in their classrooms, at 61.2%.

See p.81 of reference documents

### I-9-3 Percentage of Teachers Who Can Use Computers (2003)

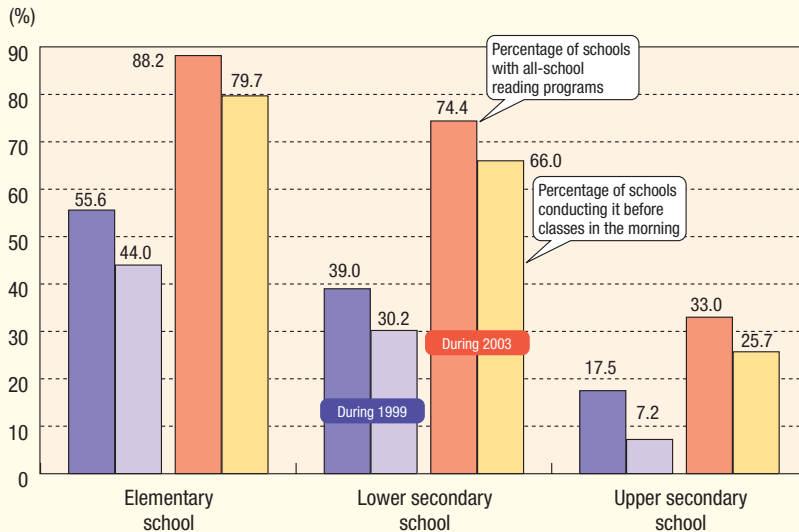


The percentage of teachers able to use computers is over 90% across all school types. There is a big difference in the percentage of teachers able to teach with computers across school types, the most being in secondary schools with 75.4% of teachers being able to do so.

See p.81 of reference documents

# I-10 Reading Activities

## I-10-1 Implementation of All-school Reading Programs



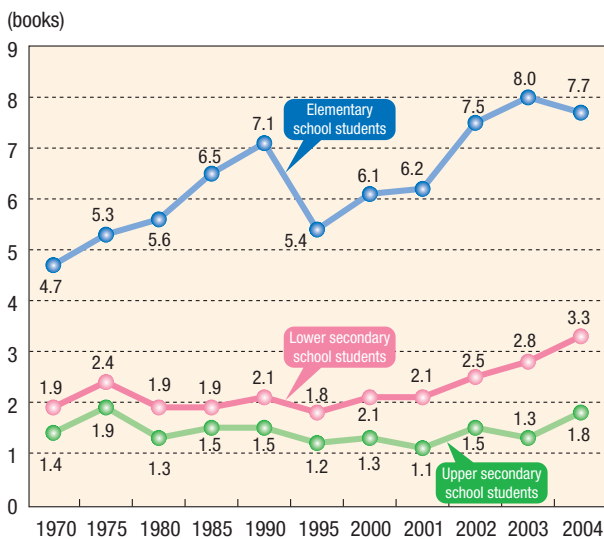
Note: Values are for public schools only  
Source: MEXT, Survey of School Libraries

The number of public elementary schools and lower and upper secondary schools that implement all-school reading programs has been increasing, with 88.2% of elementary schools, 74.4% of lower secondary schools, and 33.0% of upper secondary schools providing reading programs to their students. Reading programs are conducted before classes in the morning at most of those schools.

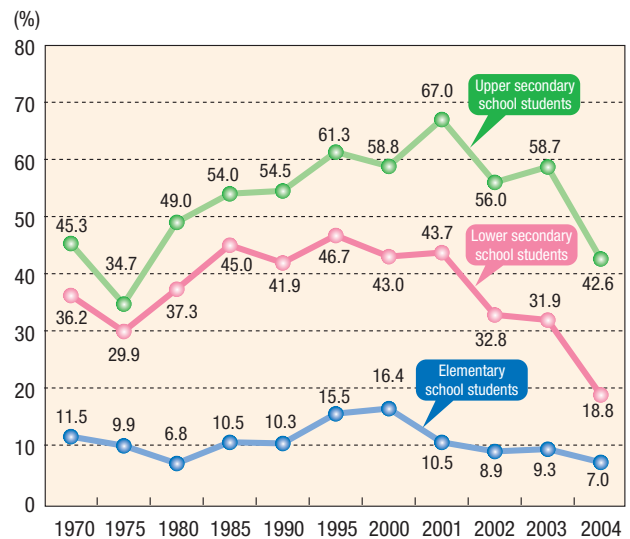
See p.81 of reference documents

### Children's "Lack of Interest in Reading" Improving

#### ● Trends in Average Monthly Number of Books Read in May ●



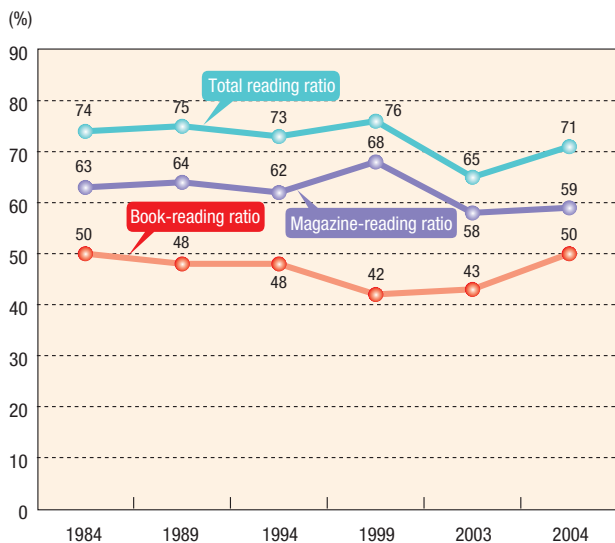
#### ● Trends in Number of Students Who Read No Book in a Month ●



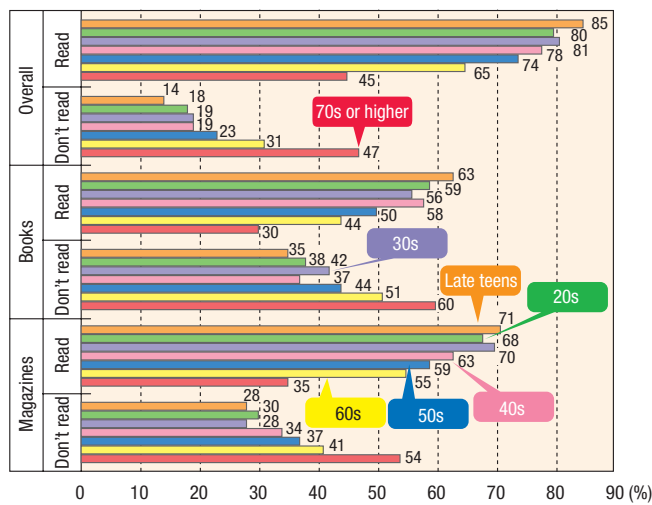
Source: Mainichi Newspapers Co., Ltd., and the Japan School Library Association, Research on Reading



### ● Trends in Reading Ratio of Books and Magazines (Overall) ●



### ● Book- and Magazine-Reading Ratio by Generations (2004) ●



Notes: 1 Reading Ratio: ratio of people who gave a response, "Yes" or "No," on each item to the question "Do you read books, weeklies and/or monthlies?"

2 Total reading ratio: people who read either books, weeklies or monthlies

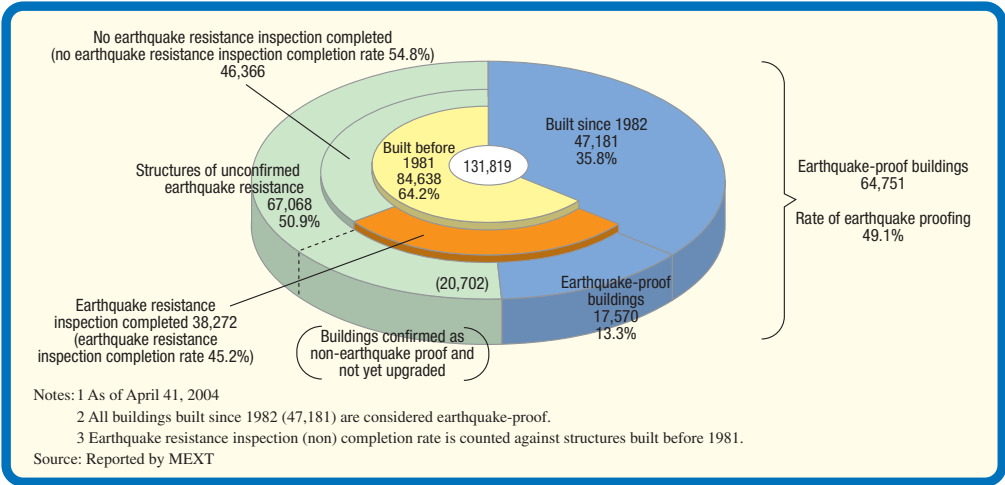
3 Magazine-reading ratio: people who read either weeklies or monthlies including comics

4 Book-reading ratio: people who read books excluding comics, weeklies and monthlies

Source: Mainichi Newspapers Co., Ltd., and the Japan School Library Association, *Research on Reading*

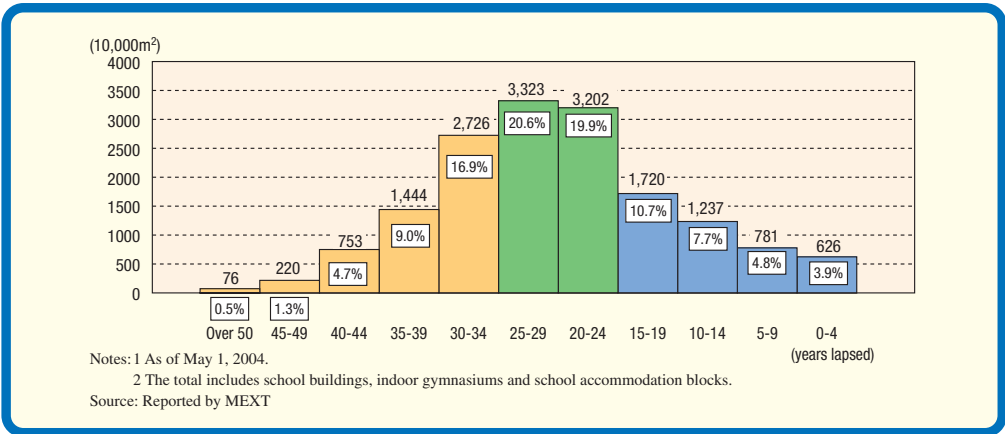
# I-11 School Facilities

## I-11-1 Situations of Anti-earthquake Measures of Public Elementary and Lower Secondary School Facilities (2004)



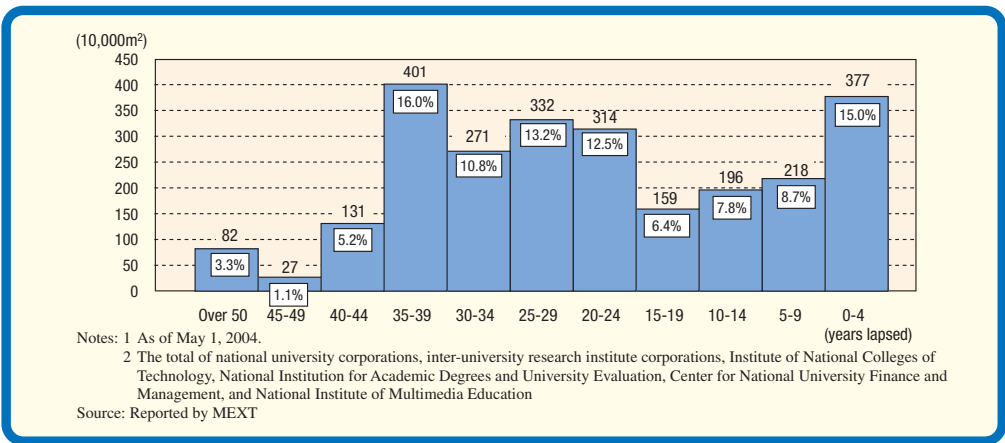
50.9% of public elementary and lower secondary school buildings are not certified earthquake-proof. 54.8% of structures built before 1981 have not undergone earthquake resistance inspections.

## I-11-2 Building Area of Public Elementary and Lower Secondary Schools According to Years Lapsed (2004)



Roughly 41% of public elementary and lower secondary school buildings are between 20 and 29 years old and need to be considered for large-scale renovations, while 32% of all buildings were over 30 years old and must be considered as candidates for rebuilding.

## I-11-3 Building Area of National Schools According to Years Lapsed (2004)



National university corporations currently possess some 25 million m² of building space. Buildings over 25 years old and generally estimated to be in need of large-scale renovation account for some 50% of those buildings.